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ABSTRACT

This publication provides a sample workshop design and materials that may be used by local education agencies in designing and conducting workshops to assist education personnel in increasing their capability for compliance with Title IX requirements for nondiscrimination on the basis of sex in education programs and employment. The workshop is directed toward increasing participants' understandings of Title IX regulatory requirements and their implications for various job functions; increasing participants' skills in the recognition of potential Title IX violations and the design of steps for their correction; and assisting staff in initial action planning for further skills-building and compliance activities. The manual is designed to provide a step-by-step guide for the implementation of a one-day workshop event and provides an outline of eight sequential workshop modules. It specifies objectives, required materials, suggested procedures (both content and activities), and time schedules for each module. The materials that are required for actual implementation of the sample workshop are included in the appendixes section. Also included is a listing of further publications and audiovisual materials that may be used by either workshop leaders or participants in preparation of or follow-up to the workshop. (Author/MLF)

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IMPLEMENTING TITLE IX: A SAMPLE WORKSHOP

Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education
Washington, D.C.

EA 009 560

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IMPLEMENTING TITLE IX: A SAMPLE WORKSHOP

Introduction

Since the issuance of the regulation to implement Title IX of the 1972 Education Amendments in July 1975, education agencies and institutions have undertaken a variety of activities to achieve compliance with its requirements for nondiscrimination on the basis of sex in education programs and employment. In many agencies and institutions, activities to date have been focused on the achievement of compliance with the regulation's five major procedural requirements: notification of policy of nondiscrimination and Title IX compliance; designation of an employee responsible for the coordination of Title IX compliance efforts; adoption and publication of grievance procedures for the resolution of Title IX complaints; completion of an institutional self-evaluation to identify and correct areas of noncompliance; and submission of Title IX compliance assurance forms to the Federal government. Fulfillment of these procedural requirements is, however, only a beginning step in the Title IX compliance process. If full compliance is to be attained, efforts must now be made to ensure that all personnel in education agencies and institutions develop the knowledge, skills, and competencies necessary for full implementation of Title IX.

Too often education agencies and institutions have assumed that necessary changes will result when policy is modified and staff directives are issued. We forget that education personnel, like all other human beings, need assistance and support if they are to translate such directives into changes in behavior and into the actual delivery of educational services. If Title IX compliance is to be achieved, education agencies and institutions must assist staff to delineate the implications of Title IX requirements for their own job functions and must support staff efforts to incorporate Title IX compliance activities throughout the policies, programs, and practices of the education agency or institutions.

A variety of methods have been developed to assist staff in the change process--the provision of written information, including notifications of policy, clarifying memos, or background reading materials; the provision of informal consultation, including supervisory meetings, personal conversations, or staff meeting discussions; the provision of briefings, meetings, or workshops on a specific subject area; or the provision of systematic and continuing programs of training, evaluation, and reinforcement for all staff. The needs and resources of education agencies and institutions will determine the forms of assistance which are most appropriate; it is important, however, that all agencies and institutions undertake and maintain some form of ongoing support for staff development and change.

One of the most common forms of staff development related to the implementation of Title IX is the staff workshop. The following publication provides a sample workshop design and materials which may be

used by local education agencies in designing and conducting workshops which can assist education personnel in increasing their capability for Title IX compliance. The workshop is directed toward increasing participants' understandings of Title IX regulatory requirements and their implications for various job functions; increasing participants' skills in the recognition of potential Title IX violations and the design of steps for their correction; and assisting staff in initial action planning for further skills-building and compliance activities.

How To Use This Material

Implementing Title IX: A Sample Workshop is designed to provide a step-by-step guide for the implementation of a one-day workshop event. It is organized within two major sections:

- "The Sample Workshop"

  This section provides an actual outline of eight sequential workshop modules. It specifies objectives, required materials, suggested procedures (both content and activities), and time schedules for each module.

- "Resource Appendices"

  The materials which are required for actual implementation of the sample workshop are included in the appendices section. Also included is a listing of further publications and audio-visual materials which may be used by either workshop leaders or participants in preparation of or follow-up to the workshop.

Implementing Title IX: A Sample Workshop is organized to facilitate actual workshop implementation by personnel with limited prior experience in workshop development. It is beyond the scope of this publication, however, to provide the background information on workshop design, implementation, and evaluation which would otherwise be desirable. Education personnel reviewing the sample workshop or considering its use may nonetheless find it useful to review the following questions which should be considered with regard to use of this or any other workshop:

1) Is the workshop design appropriate for the purposes or target groups for whom it may be implemented?

The workshop needs of education personnel related to Title IX may vary from needs for the development of general awareness through very specific needs for training and practice in technical and specialized compliance skills (e.g., nondiscriminatory use of separate sex norms and interpretive materials in career interest inventories). It is important to identify the needs to be met by a Title IX workshop and to develop or select a workshop design appropriate to these needs.

The sample workshop outlined in this publication is intended as an introductory workshop useful for providing general information to a large number of persons. Its emphasis is on the provision of cognitive information regarding the issues of sex discrimination in education and the rationale for and requirements of Title IX. It provides some opportunities for the development of discrimination recognition skills, and for the initiation of skills development in the planning of personal and institutional change for corrective action. It does not provide opportunity for extensive and specific skills development, nor is it designed to deal with the resolution of conflicts between personnel or to promote personal affective exploration by participants. Workshop leaders or planners should carefully review both the general objectives of the sample workshop and the specific purposes of each workshop module or activity (these are stated in the section on "The Sample Workshop") to ensure their relevance and appropriateness to the particular needs of their education agency or institution and the intended workshop target group.

2) What personnel are needed for the implementation of the workshop?

The selection and utilization of personnel is a critical factor in the implementation of any workshop. The sample workshop has been designed for use by personnel of varying backgrounds, but it is helpful to consider several points regarding their selection and implementation.

- It is desirable to have both content expertise (knowledge of sex discrimination in education and of the Title IX regulatory requirements and their implications for education policies, programs, and personnel) and process expertise (knowledge of group dynamics and skills in group processing and training) represented in workshop personnel. Although this may not be possible in all instances, it is desirable in most circumstances.

- The compostion of the workshop team should reflect nondiscrimination; both females and males and members of racial and ethnic minority groups should be represented.

- It is useful to select workshop personnel who reflect different personal styles and areas of expertise in order to accommodate the diverse syles and needs of workshop participants. It is also important, however, to designate one or two persons with responsibility for the provision of continuity and direction throughout all workshop activities.

- All workshop personnel should have their responsibilities clearly assigned in advance of the workshop event, so that each person may prepare for and become thoroughly familiar with the activities for which she/he is responsible.

The sample workshop requires at least one person to implement activities within the total group, and a sufficient number of persons to provide a facilitator for every twenty participants. These facilitators will be responsible for the supervision of activities in small workgroups.

3) What facilities, equipment, and resources are needed for the implementation of the workshop?

The physical facilities provided for a workshop can make a tremendous difference in the difficulty or ease of its implementation. The sample workshop requires one room large enough to accommodate all of the participants, and a sufficient number of smaller rooms or work areas to provide one for every twenty participants. It is desirable to obtain rooms or areas which have moveable chairs and tables in order to permit grouping and regrouping of participants. Attention should, of course, be given to ensuring that facilities are well-lighted, are at a comfortable temperature and well-ventilated, and are within access of restroom facilities. It is desirable to ensure the availability of appropriate facilities well in advance of the workshop.

The equipment to be utilized in any workshop should be obtained and tested in advance of the workshop to ensure its effective operation. The sample workshop has been designed to provide options regarding the equipment used - newsprint and felt pens, chalkboards and chalk, or overhead projectors and acetate transparencies. It is important to make sure that all equipment selected for use is available at the appropriate times and in appropriate numbers, and that all personnel are familiar with its use.

The effectiveness of any workshop will be increased by the use of audio-visual resources during workshop activities and by the distribution of resource materials to participants. Such resources should be carefully selected for their relevance to workshop content and their appropriateness to workshop objectives. The sample workshop provides suggestions for the development of simple visual materials to highlight specific workshop content; workshop leaders may wish to generate others or to rely on informal use of newsprint and felt pen to make notes of important information. The sample workshop also provides materials which may be reproduced for use or reference by participants. Although reproduction of materials for participants may sometimes seem like an unnecessary expenditure, written materials are one important means of reinforcing workshop learnings and participation.

4) How should participants be involved in the workshop?

Considerations regarding the involvement of participants in the workshop event usually revolve around two issues: whether workshop participation should be voluntary or mandatory, and to what extent participants should be involved in the workshop planning process.

Determination of whether workshop participation should be voluntary or mandatory should be made in consideration of the workshop objectives, the job requirements of various staff groups, and the other forms of information or training which have been provided. The sample workshop may be appropriately used whether participation is voluntary or mandatory. It is important to remember, however, that whether participants are notified of their obligation to attend or invited to participate, a clear and positive statement of workshop sponsorship, workshop purposes and objectives, and the time and location of the workshop can do much to establish a positive climate for the workshop and to alleviate uncertainties or anxieties experienced by participants. It is also important that participants are notified or invited in sufficient time to allow for personal planning or scheduling and for clarification of any questions regarding participation. It may also be useful to provide short preparatory reading material which can raise interest in or establish an initial context for the workshop.

Another method of establishing a positive workshop climate is to involve participants (or representatives of the workshop target groups) in workshop planning activities. This might be done through simple written or oral needs assessments which serve both to provide information about the felt needs of participants and to introduce participants to basic workshop issues. It might also be accomplished by simply keeping key participants informed of various stages of planning or decisionmaking, or by requesting the assistance of selected participants in obtaining facilities, reproducing resource materials, introducing resource persons, etc.

The sample workshop specifies no procedures for participant involvement prior to workshop implementation; workshop personnel should select procedures which are appropriate to the size, structure, and climate of their particular agencies or institutions.

5) What processes or methods should be used in conducting the workshop?

The processes or methods used in conducting any workshop should be selected for:

- their appropriateness to workshop objectives
- their appropriateness to the styles and skills of available workshop personnel
- their provision of sufficient diversity to accommodate different participant learning styles.

Because the objectives of the sample workshop emphasize the delivery of cognitive information, it relies heavily on the use of lecturette and question-answer processes. The skills required of workshop personnel for the presentation of these activities are also less specialized than those

which are required for the presentation of more affectively oriented activities.

The sample workshop also involves the use of personal inventory and skills testing or skills practice activities performed by participants individually, as well as small group discussions and action planning activities. These are included in order to:

- provide participants an opportunity to practice relevant skills and to receive immediate feedback
- provide participants an opportunity to share affect and to develop small support groups
- accommodate the needs of participants for experiential learning activities
- increase the informality and variety of workshop activities.

The procedures or methods suggested in the sample workshop may be adapted to reflect a different emphasis in objectives or to reflect the different styles or skills of workshop personnel. In considering the procedures or methods used in any workshop, it is useful to evaluate whether

1) they provide a mixture of affective, cognitive, and experiential activities sufficient to accommodate the diversity of participant learning styles; and

2) whether they follow a logical progression from awareness-building, to problem-exploration, to skills assessment or development, through stimulation of the application of workshop information by participants in their relevant personal or professional activities.

6) <u>What guidelines should be observed by workshop leaders throughout the workshop</u>?

Workshops dealing with Title IX-related issues often involve participants in a questioning of some of their earliest learnings and most basic beliefs and assumptions. Individuals dealing with these issues may have negative feelings about changing roles of males and females in our society and fear or anger about the implications of the Title IX regulation. It is critical that workshop resource persons understand that these reactions are to be expected and how to handle them in positive ways. Some suggestions for dealing with possible resistance or rejection of the ideas covered in the workshop are given on the following pages.

- Remember that change in knowledge, attitudes, and skills requires time and continued support. Each person must move through a process of exploring, understanding, and acting on new ideas before they can be accepted. Rejection of ideas presented in the workshop should not be interpreted as a personal rejection of the presenter.

- Workshop leaders or resource persons should work to provide continuing support to participants even when they are met by disagreement and/or resistance. Responses to be avoided by workshop personnel include:

  - Defensiveness -- the expression through words or behaviors that a workshop leader or resource person feels as if an attack has been made against her/his personal ability or adequacy. Workshop personnel should try to maintain an open attitude and deal with the ideas presented by the participant rather than the internal feelings that may be created.

  - Rejection of the group -- the categorization of an individual or group as "hopeless." One of the ways that resource persons may deal with persons who disagree is to reject them. It is important that workshop leaders maintain communications with all participants and continue to work through the feelings and ideas presented.

  - Future predictions -- statements to an individual or the group such as "I'm sure you'll eventually see it my way." Although it is quite likely that many who reject ideas presented in workshops will change over a period of time, it is not helpful to dismiss the issues being considered by making future predictions.

  - Avoidance of the issues -- dropping relevant controversial issues before they have been considered. Avoiding open consideration of possible implications of the Title IX regulation through a comment such as "There's really no problem in equalizing girls competitive sports," does not contribute to participant learning or problem solving. Workshop leaders should anticipate some of the controversial questions or concerns which are likely to be raised and be prepared to deal with them, if only by admitting uncertainty and a willingness to help participants obtain assistance from other sources.

  - Overcontrol of the participant group -- pressing the group ahead regardless of their present needs or ability to deal with some of the issues. Overscheduling a workshop agenda so that time is not available for clarification questions, or for consideration of the implications of the information

in small group discussion are all examples of overcontrol of the participant group. Workshop plans must include time to ensure that participants have the opportunity for initial exploration and evaluation of the information presented.

- Work to maintain a climate where participants' questions, feelings, and opinions can be expressed and considered. Maintain a nonjudgmental approach toward the expression of feelings or opinions which differ from those being expressed in the workshop.

- Provide participants with concrete information and materials whenever possible. Much of the resistance to accepting change occurs when people do not understand the rationale for change and the specific steps that must be taken in implementing change. It is essential that participants be given opportunity to identify specific directions for change, to develop the necessary skills for change, and to receive support and assistance during this process.

7) What provisions should be made for evaluation of the workshop?

Evaluation of any workshop experience must involve two basic considerations:

- What activities of the workshop were useful to participants and what are the implications of this information to ongoing Title IX compliance efforts?

- What are the outcomes of the workshop in terms of producing change in participant information, attitudes, and behaviors?

The sample workshop has been designed as an introductory experience with limited objectives. It is important that some assessment of the value of the specific workshop activities be made in order to encourage participants to evalute their experiences; to gain information about participants' learning styles; and to diagnose needs for follow-up workshops and activities. A simple procedure for evaluation interviews has been included in the concluding segment of the sample workshop. This activity is important not only as a means of evaluating the workshop, but also as a mechanism for reinforcing participants and encouraging the formation of participant support groups for further activity.

Ideally, this workshop should provide a method of initiating an ongoing series of Title IX compliance activities. It should be followed up by such activities as continuing skills development and skills practice sessions for specific job functions; by the implementation of special projects and task forces; by special recognition programs for compliance efforts, and by continuing efforts to identify

staff development needs relevant to Title IX compliance. It is only within the framework of an ongoing program of compliance activities that the potential of Title IX as a force for educational equity may be realized.

IMPLEMENTING TITLE IX:
A WORKSHOP FOR EDUCATION PERSONNEL

Workshop population: Local education agency staff, including administrators, instructional staff, counselors and student personnel workers, and physical education and athletics staff.

Workshop objectives: The general objectives for the workshop may be grouped into three categories--knowledge, attitudinal, and skills objectives. These objectives are delineated below.

Knowledge objectives:

1. To provide participants with an overview of Federal antidiscrimination laws relevant to education agencies and of the evolution of Title IX.

2. To provide participants with a conceptual and data base regarding the manifestations and results of sex bias and sex discrimination in schools and the rationale for their alleviation.

3. To provide participants with a review of the Title IX regulation and its implications for educational policies, practices, and programs.

4. To provide participants with a working knowledge of the Title IX grievance process and its implications for their job functions.

5. To provide participants with a knowledge of characteristics of the basic processes of change and strategies for planning and implementing Title IX change efforts.

Attitudinal objectives:

1. To assist participants in examination of their attitudes related to sex bias and sex discrimination in education and to Title IX implementation.

2. To develop positive attitudes of participants toward increasing personal skills for the delivery of nonsexist education programs.

3. To develop positive attitudes of participants toward personal action planning and implementation for Title IX compliance.

Skills objectives:

1. To increase participants' skills in recognizing sex discrimination and noncompliance with Title IX in education policies, practices, and programs.

2. To increase participants' skills in developing corrective and remedial actions to ensure Title IX compliance.

3. To increase participants' skills in identifying the implications of Title IX requirements for their own job functioning.

4. To increase participants' skills in developing action programs for implementation in their own job functioning.

Materials needed for distribution:

- "Workshop Agenda"
- "Workshop Objectives"
- "Identifying and Alleviating Sexism in Education: An Introductory Assessment"--worksheet
- "Identifying Discrimination--Case Examples" -- worksheet
- "Identifying Discrimination--Analysis of Case Examples" (optional)
- "Summary of Title IX Regulation"--reference material
- "Sample Grievances"--worksheets for administrative staff, teachers and instructional staff, counselors, and physical education and athletics staff.
- "Sample Grievances--Analyses"
- "Action Planning Worksheets"
- "Worksheet Evaluation"--see note
- Pencils and notepaper

Workshop leader preparation:

- Ensure familiarity with the provisions of Federal antidiscrimination laws
- Ensure familiarity with the Title IX regulation and the principles of grievance handling
- Ensure familiarity with "Identifying Discrimination" case examples and "Sample Grievance" materials.
- Review lecturette materials and adapt lecturettes to accommodate unique group needs or leaders' styles

--Federal antidiscrimination laws	5 minutes
--The context of Title IX	25 minutes
--Review of the Title IX regulation	10 minutes
--Developing effective Title IX grievance procedures	20 minutes
--Nature of change; strategies for action planning	20 minutes

- Prepare charts for lecturettes

  --"Summary of Federal Antidiscrimination Requirements"
  --4 questions used in "The Context of Title IX"
  --"Components of a Grievance Procedure"
  --Definition of "corrective action" and "remedial measures"
  --"Stages of Change"

Time required: Six hours of workshop time; one hour lunch.

Group size: Flexible. It would be necessary to secure the services of a group facilitator for each of the workshops implemented during the "Updating Professional Skills" activity. It would be advisable to have two persons in each group: a person with group process skills and a person with knowledge of the specific application of the Title IX regulation to the job functions of administration, teaching, counseling, and physical education and coaching.

Facilities: Large meeting room, preferably with movable chairs and tables. Four smaller rooms for workshop sessions, preferably adjoining the meeting room.

Equipment: Blackboards, newsprint and felt pens, or overhead projector and acetate transparencies. Microphone, if needed.

WORKSHOP AGENDA

8:30 a.m.		Coffee, registration, materials display (optional)	
9:00 a.m.	I	Opening Comments	10 minutes*
		-Welcome and introductions	
		-Purposes of the workshop	
		-Overview of the day's activities	
9:10 a.m.	II	Identifying and Alleviating Sexism in Education--A General Assessment	
		-Individual assessment	5 minutes
		-Discussion with partner	10 minutes
		-Group discussion	15 minutes
9:40 a.m.	III	Schools and Federal Antidiscrimination Laws	
		-Review of Federal antidiscrimination laws	5 minutes
		-Case examples--small group work	20 minutes
		-Group discussion	15 minutes
10:20 a.m.		Break	15 minutes
10:35 a.m.	IV	Title IX: The Context and the Implementing Regulation	
		-Context of Title IX	25 minutes
		-Review of Title IX regulation	10 minutes
		-Questions and answers	15 minutes
11:25 a.m.	V	The Title IX Grievance Process--The Continuing Responsibility	
		-Developing effective Title IX grievance procedures	20 minutes
		-Questions and answers	15 minutes
12:00 noon		Lunch	
1:00 p.m.	VI	The Title IX Grievance Process--Updating Professional Skills	
		-Developing grievance handling skills in workgroups for:	70 minutes
		·Administrators and supervisory staff	
		·Teachers and instructional staff	
		·Counseling staff	
		·Physical education and athletics staff	
2:10 p.m.	VII	Title IX Compliance--Planning for Change	20 minutes
		-Nature of change	
		-Strategies for action planning	
2:30 p.m.		Break	

*If this agenda is to be distributed to workshop participants, the time figures given in the far right column should be removed.

2:45 p.m.		Small group work in grievance handling work-groups	60 minutes
3:45 p.m.	VII.	Summary and Review	
4:00 p.m.		Adjournment	

I. OPENING COMMENTS

Time required: 10 minutes

A. Purposes of the activity:

- To provide participants with an overview of the goals of the workshop, the sponsorship of the workshop, and the activities of the workshop.
- To introduce workshop leaders and other key individuals.
- To establish an open, informal atmosphere.

B. Materials:

For distribution to participants:

"Workshop Agenda" (pages 15-16 or A1-A2)
"Workshop Objectives" (pages A3-A4)

For workshop leaders use:

"Workshop Objectives"

C. Procedure: Introduction; welcoming comments; review of objectives, and agenda

1. Welcoming comments

The participants should be welcomed to the workshop and given an indication of its general purpose. If the workshop is an activity sponsored by the local education agency, it may be useful to have the superintendent or the Title IX coordinator give the welcoming comments and provide some indication of the significance of the workshop in the agency's Title IX compliance program and the activities that are now underway to implement Title IX.

Some attempt should be made to ensure that all participants understand Title IX and its general purpose. Such comments might include:

> "More than a year has passed since the issuance of the Title IX regulation in July, 1975. The regulation, designed to implement Title IX of the 1972 Education Amendments, provides a guideline for ensuring nondiscrimination on the basis of sex in education programs, policies, and practices.
>
> "During the past year our district has made efforts to comply with the procedural provisions of the regulation. We have identified areas of discrimination or potential discrimination and are now working to implement a Title IX compliance program. This workshop is part of our district's Title IX compliance program. Today, we hope that you will have an opportunity to learn more about the full implications of Title IX. We want to make sure

not only that our district is in compliance with Title IX, but also that every student receives full opportunity to explore those options that are consistent with his/her values, interests, and abilities. This can only be accomplished when every staff member understands the overt and covert forms of discrimination and is fully committed to the elimination of bias in the programs, policies, and practices of the district.

"We trust that today will be a profitable day and that this will be the beginning of a new spirit of commitment to providing equality of opportunity for all students."

2. After the welcoming comments, the workshop leaders and persons with primary responsibilities during the day should be introduced to the total group. Introductions should be brief and focused on information that is relevant to the persons' qualifications for carrying out their workshop responsibilities.

3. The objectives of the workshop and the agenda should be reviewed. Effort should be made to point out that the early part of the workshop is devoted to building a framework for checking our understandings of the requirements of the regulation. The afternoon is then devoted to application of that information and action planning.

II. IDENTIFYING AND ALLEVIATING SEXISM IN EDUCATION--AN INTRODUCTORY ASSESSMENT

Time required: 30 minutes

A. Purposes of the activity:

- To assess participants' awareness of the manifestations of sexism and sex differentiation within the policies, programs, and practices of the education agency/institution in which they work
- To identify participants' perceptions of the barriers to and supports for the elimination of sexism and sex differentiation in these policies, programs, and practices
- To establish workshop norms for active individual involvement and group sharing
- To establish a norm for the application of workshop concerns and information to personal and institutional self-evaluation and change

B. Materials:

For distribution to participants:

"Identifying and Alleviating Sexism in Education--An Introductory Assessment" (pages 23-24 or A5-A6)

For workshop leader use:

Newsprint and felt pen; chalkboard and chalk; or overhead projector and acetate transparencies

C. Procedure: individual use of assessment; small group discussions; discussion and synthesis in total group

1. Suggested introduction:

"Most of us come to this workshop with different perceptions, ideas, or experiences relating to Title IX and to the general issue of sexism in education. Before we discuss specific Title IX provisions and compliance activities, it is useful for us to spend a few minutes examining our own ideas and experiences relating to sexism in education, and to share some of them with others in the group. Identifying our own experiences provides each of us with a valuable base from which to consider Title IX requirements.

"Each of you will receive a form headed "Identifying and Alleviating Sexism in Education--An Introductory Assessment." Please take a few minutes to answer the questions listed; write your answer in the space provided under each question. You should answer the questions based on your experience in your job or on your observations of the education agency or institution in which you work.

"You will see that the last two questions, numbers 3 and 4, ask you to identify barriers to eliminating sexism in your agency or institution and supports for its elimination. In considering these questions, you may want to think of variables such as human resources--skills, knowledge, attitudes; financial resources--need for new materials or equipment; or whatever you believe is a hindrance or a help in your particular experience. Please be as specific as you can be in answering all four questions. You will have about 5 minutes. Please work independently; we will have a chance to discuss responses in a few minutes."

2. Distribute "Identifying and Alleviating Sexism..." assessment forms. Ask if there are any questions and provide any clarifying instructions which may be appropriate. Allow participants approximately 5 minutes to answer the questions.

3. When most participants appear to have completed their answers, ask them to pair off with a person sitting near them and discuss their answers. Allow approximately 10 minutes for this discussion.

4. After the participants have had an opportunity to discuss their answers in pairs, it is useful to share some of the answers in the total group. Allow approximately 15 minutes for this activity. This activity may be initiated by saying simply, "All right, we'll take a few minutes now to discuss the kinds of answers we've come up with." The questions can then be discussed one at a time. In most cases, participants will volunteer answers easily. If this is not the case, it is usually possible to stimulate participation by asking for reactions to suggestions from the workshop leader.

For example, if participants are hesitant to volunteer answers to question #1, the workshop leader might ask "How many of you notice differences in the kinds of positions occupied by men and women within the agency/institution?" As hands are shown, the leader may then ask, "What kinds of differences are they?" These stimulus questions might refer to sex differentiation in textbooks and instructional materials, the treatment of male and female students by school personnel, counseling and counseling tests and materials, physical education, athletics, vocational education, honors and awards, and many others.

In discussing or "processing" the second question, it may be useful for the workshop leader to ask participants about their awareness of required Title IX compliance procedures--whether they have received a notification of compliance policy; whether they know the name of the employee responsible for coordinating Title IX compliance efforts; whether they are familiar with the internal grievance procedure for processing Title IX complaints (the focus of an activity later in the workshop); or whether they are aware of the existence and results of the agency's/institution's self-evaluation of Title IX compliance. In addition to these institutional activities, many participants may have undertaken relevant activities in their individual job functions. Sharing of these should also be encouraged.

Stimulus suggestions regarding barriers to and support for the alleviation of sexism or sex differentiation in education may focus on such issues as awareness of the problem, commitment to change, or skills for change; they may involve students, parents, community groups, or education

personnel; they may range from such subjective factors as attitude to more concrete factors such as budget or instructional materials.

The workshop leader should record participant responses on sheets of newsprint, on a chalkboard, or on an acetate transparency so that they may be retained for possible use in the later "action planning" activity. The workshop leader should also encourage participants to save their assessment forms for possible later use. She/he should point out that the answers to these questions can provide a valuable base for Title IX compliance efforts and for both personal and institutional action planning; they provide data against which the Title IX requirements to be discussed later in the workshop may be compared.

Identifying and Alleviating Sexism in Education--
An Introductory Assessment

Think about the policies, practices, and programs of the education agency or institution in which you work and the behavior of staff members.

1. List as many examples as you can identify of differential opportunity or treatment of female and male students and employees.

2. What efforts have been taken to eliminate sex differentiation in opportunity or treatment?

3. What, in your opinion, are the primary barriers to eliminating differential opportunities and treatment of female and male students? Of female and male employees?

4. What, in your opinion, are the supports and resources for eliminating sexism in your school/institution?

III. SCHOOLS AND FEDERAL ANTIDISCRIMINATION LAWS Time required: 40 minutes

A. Purposes of the activity:

- To provide an overview of the range of Federal antidiscrimination laws affecting education agencies and institutions
- To provide participants a framework for considering the evolution of Title IX
- To review Federal laws prohibiting racial and ethnic discrimination in schools and reinforce efforts for their implementation
- To provide participants an opportunity to assess their skills in the recognition of illegal discrimination in education policies, programs, and practices and in the identification of Federal laws which apply to various discriminatory situations

B. Materials:

For distribution to participants:

"Identifying Discrimination--Case Examples" (pages A7-A10)

"Identifying Discrimination--Analysis of Case Examples" (optional) (pages A11-A13)

For workshop leader use:

A chart (on newsprint, acetate transparency, or chalkboard) containing the following information:

Summary of Federal Antidiscrimination Requirements

Law or Executive Order	Prohibits	Covers
Title VI of the Civil Rights Act of 1964	Race discrimination	Students
Title VII of the Civil Rights Act of 1964	Race and sex discrimination	Employees
Executive Order 11246	Race and sex discrimination	Employees
The Equal Pay Act	Sex discrimination (in pay only)	Employees
Title IX of the Education Amendments of 1972	Sex discrimination	Employees and students

C. Procedure: lecturette; individual review of case examples; small group discussion of case examples; discussion and review in total group

1. Display "Summary" chart.

2. Suggested introduction:

"In our first workshop activity we have focused generally on issues relating to differential treatment of females and males in education. In most of the remaining workshop activities, we will consider very specifically the requirements for nondiscrimination on the basis of sex which are contained in Title IX and its implementing regulation. We will examine their implications for the issues raised in the general assessment, and explore their significance for our own job functions and the policies and programs of our own agencies and institutions.

"Before we move to an in-depth consideration of Title IX, however, it is important that we review other Federal antidiscrimination requirements relevant to education. Title IX is not an isolated requirement recently imposed on education agencies and institutions and soon to be forgotten. It is rather the most recent of a series of Federal statutes designed to increase equality of opportunity in education institutions. Since the 1954 Supreme Court decision regarding Brown v. The Board of Education, Federal and State legislatures, the courts, our education systems, and the society at large have been involved in continuing efforts to identify and eliminate various forms of discrimination and to better define the nature of equal educational opportunity. Title IX is the result of our recent recognition of the fact that education institutions may discriminate against students and employees on the basis of sex. Earlier legislation was enacted to prohibit other forms of discrimination. It is important that Title IX and Title IX compliance efforts be considered in this context."

3. Suggested lecturette: Review of Federal Requirements Prohibiting Discrimination in Local Education Agencies. (5 minutes)

"Four Federal antidiscrimination laws and a Federal executive order, identified on the "Summary" chart you see posted, comprise the major antidiscrimination requirements which are relevant to local education agencies. These include:

Title VI of the Civil Rights Act of 1964

Title VI of the Civil Rights Act prohibits discrimination against students on the grounds of race, color, or national origin in programs receiving Federal funds. Title VI and related case law prohibit discrimination on the basis of race in student admissions, access to courses and programs, and student policies and their application. They also require the provision of bilingual instruction or some other method of comprehensible education for students of limited English speaking ability. Any institution or agency receiving Federal funds is covered by Title VI. Most education activities of a recipient agency or institution are covered, including activities or programs not in direct receipt of Federal funds.

Procedures for the filing of possible complaints are provided under the legislation. Such complaints should be filed with:

- The Office for Civil Rights
  U.S. Department of Health, Education, and Welfare
  Washington, D.C. 20201
  or
- a regional Office for Civil Rights
  U.S. Department of HEW

Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972

Title VII of the Civil Rights Act prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex. All institutions or agencies with fifteen or more employees--including State and local governments and labor organizations--are covered under the amended Act. Title VII prohibits discriminatory practices in all terms and conditions of employment, including:

- recruitment, selection, assignment, transfer, layoff, discharge, and recall
- opportunities for promotion
- in-service training or development opportunities
- wages and salaries
- sick leave time and pay
- vacation time and pay
- overtime work and pay
- medical, hospital, life, and accident insurance
- retirement plans and benefits
- other staff benefits

Complaints of employment practices which discriminate in violation of Title VII should be made to:

- The Equal Employment Opportunity Commission
  2401 E Street, N.W.
  Washington, D.C. 20037
  or
- a regional office of the EEOC

In instances where State or local fair employment practices laws provide procedures for the handling of complaints of discrimination, the complaint may be referred to the agency for a sixty-day period of time. If the complaint is not resolved at this level, the EEOC assumes responsibility for investigation and conciliation. If this fails, the EEOC, the U.S. Attorney General, or the complainant may file suit.

The Equal Pay Act of 1963 as amended by the Education Amendments of 1972

The Equal Pay Act prohibits sex discrimination in salaries and most fringe benefits. All employees of education institutions and

agencies, including those in professional, executive, and administrative positions, are covered by the Equal Pay Act.

The Act provides that a man and a woman working for the same employer under similar conditions in jobs requiring substantially equivalent skills, effort, and responsibility must be paid equally even when job titles and assignments are not identical.

Employers are required to maintain specified records relevant to the determination of possible violations of the law. Complaints may be filed with:

- Employment Standards Administration
  Wage and Hour Division
  U.S. Department of Labor
  Washington, D.C. 20210
  or
- a regional Office of the U.S. Department of Labor

Title IX of the 1972 Education Amendments

Title IX prohibits discrimination on the basis of sex against students and employees of education programs and activities receiving Federal funds. Nearly all elementary, secondary, and postsecondary institutions are covered under this legislation. The Title IX regulation prohibits sex discrimination in such areas as:

- admissions to vocational, graduate, professional, and public undergraduate schools
- access to courses and programs
- counseling and guidance--tests, materials, and practices
- physical education and athletics
- vocational education programs
- student rules and policies
- treatment of married and/or pregnant students
- financial assistance
- student housing
- extracurricular activities
- employment in education institutions

The Regulation covering Title IX requires education agencies and institutions to develop grievance procedures for the local handling of complaints of discrimination. This procedure may be used or complaints may be filed directly with:

- The Office for Civil Rights
  U.S. Department of Health, Education, and Welfare
  Washington, D.C. 20201
  or
- a regional Office for Civil Rights
  U.S. Department of HEW

Executive Order 11246 as amended by 11375

Executive Order 11246 prohibits employment discrimination on the basis of race, color, religion, national origin, or sex in institutions or agencies with Federal contracts of over $10,000. Relevant contracts include both contracts for direct services and "grants" which involve a benefit to the Federal government. Institutions or agencies covered under the Executive Order must observe nondiscriminatory practices in hiring, discharge, promotion, wages, benefits, training, and all other conditions of employment.

Those institutions or agencies with Federal contracts of $50,000 or more and 50 or more employees are required to develop written affirmative action plans with numerical goals and timetables. Although the contract may involve only one unit with the institution, the affirmative action plan must cover all employees throughout the institution.

Enforcement of the Executive Order and related policy guidelines are the responsibility of the Office of Federal Contract Compliance (OFCC) of the U.S. Department of Labor. The OFCC has designated HEW as the agency responsible for enforcement of the Order as it affects education institutions and agencies. Complaint procedures are provided for the filing of charges of possible discrimination and noncompliance. Complaints should be filed with:

- The Office of Civil Rights
  U.S. Department of Health, Education, and Welfare
  Washington, D.C. 20201
  or
- a regional Office for Civil Rights
  U.S. Department of HEW"

4. Distribute "Identifying Discrimination--Case Examples."

5. Suggested introduction to case examples:

"It is important that each of us knows not only the general provisions of these Federal requirements, but also how to apply them to the evaluation of discrimination in education policies, programs, and practices.

"Each of you should have in front of you some sheets titled "Identifying Discrimination--Case Examples." Each example described on the sheets is taken from an actual school situation. Please take a few moments to read each example. Consider each one and determine whether you believe it is in violation of any of the Federal antidiscrimination requirements just reviewed. You may want to refer to the "Summary" chart which is posted in the room. Write the number of the Federal law or order which you believe applies to each example in the space provided below it."

6. Ask if there are any questions and provide any clarifying information which may be appropriate. Allow participants approximately 5 minutes to review the case studies individually.

7. After most participants appear to have completed their reviews, give participants instructions to form small groups of 4 or 5 persons. Ask them to spend approximately 20 minutes discussing:

- the law or laws applicable to each example
- the critical factors indicating possible discrimination in each example
- any similar circumstances or situations in their own agencies or institutions

If it appears that participants may have difficulty completing the discussion during the time allotted, the workshop leader may assign groups on one side of the room the odd numbered cases and groups on the other the even numbered, or assign examples 1-3 to some groups, examples 4-6 to others, etc.

8. After the small group discussions have been completed, it is useful to spend approximately 15 minutes in review and clarification in the total group. The leader may ask members of the group to volunteer their comments on each of the examples. As each is discussed, it is important that the workshop leader determine that the small groups have correctly identified the laws relevant to each example. When differences of opinion or confusions are evident, it is important that the workshop leader or resource person highlight the factors which are critical to the identification of the relevant Federal requirement. The workshop leader or resource person may wish to refer to "Identifying Discrimination--Analysis of Case Examples" for clarifying information. Copies of the "Analysis" may be distributed to participants for future use, but this should not be done until after discussion of the examples in the total group.

If time permits, it may also be useful to encourage discussion of any questions regarding the existence of possible discriminatory situations in the participants' own institutions. If this is done, workshop leaders or resource persons should restrict their comments to information regarding the possibility of discrimination and refrain from other evaluation.

IV. TITLE IX--THE CONTEXT AND THE IMPLEMENTING REGULATION

Time required: 50 minutes

A. Purposes of the activity:

- To provide participants with a conceptual and data base regarding the issues of sex bias and sex discrimination in education, and a context for understanding the significance and rationale of the Title IX regulation

  --to review the functions of education in our society

  --to review data regarding possible differential outcomes of education for females and males

  --to review data regarding the possible sources of differential educational outcomes for females and males--the vehicles of sex role socialization and manifestations of sex bias in schools

  --to consider general goals for the educational preparation of females and males for more effective functioning in their future lives

- To review the specific requirements of the regulation to implement Title IX of the Education Amendments of 1972 and the related clarifying memoranda and guidelines

  --the procedural requirements for compliance

  --the admissions requirements

  --the requirements regarding the treatment of students

  --the employment requirements

B. Materials:

For distribution to participants:

"Title IX of the Education Amendments of 1972: A Summary of the Implementing Regulation" (Appendix B)

For workshop leader use:

A chart (on newsprint, acetate transparency, or chalkboard) containing the following questions:

1) What are the functions of education in our society?

2) How well has education functioned for females and males? Are there sex differentials in educational experiences and outcomes?

3) What are the sources of differential educational experiences or outcomes for females and males?

4) What are the goals for improving the educational preparation of females and males for more effective functioning in their future lives?

C. Procedure: lecturette on context of Title IX, questions and answers; lecturette on Title IX provisions, questions and answers

1. Display chart containing four questions.

2. Suggested lecturette: The Context for Title IX. (25 minutes)

"Workshop activities so far have focused on our general awareness of the manifestations of sexism in schools and on the general requirements of Federal antidiscrimination laws. We are going to turn our attention much more specifically to an examination of the context for Title IX and the provisions and requirements of its implementing regulation.

"In order to evaluate the significance of Title IX and to understand the rationale behind its regulatory provisions, however, it is first useful to review some of the basic data relating to issues of sex differentiation and sex bias in education. In considering these data, it is important to keep in mind the four basic questions you see posted on the chart in the front of the room:

1) What are the functions of education in our society?

2) How well has education functioned for males and females? Are there sex differences in educational experiences or outcomes for females and males?

3) What are the sources of differential educational experiences or outcomes for females and males?

4) What are the goals for improving the educational preparation of females and males for more effective functioning in their future lives?

"Our responses to these questions provide an important frame of reference for understanding Title IX and its specific regulatory provisions.

1) The functions of education in our society.

"In considering issues related to equity in education (whether equity in race, sex, or social class), it is important to keep in mind the somewhat paradoxical demands placed on education in our rapidly changing society. First, education is expected to conserve and to maintain social stability by transmitting to students the knowledge, skills, and experience of the past. Second, it is expected to anticipate the evolution of society and to provide the present generation of students with the knowledge and skills which will be needed by the individuals and the society of the future. Our education institutions

have generally been more effective in transmitting the experience of the past and contributing to social continuity than in anticipating the needs of students for the future. In so doing, they have also functioned to perpetuate existing inequities and discrimination. Schools have often sorted and stratified students on the basis of race, ethnicity, social class, and sex, according to the assumptions and values of the past rather than the actualities of the present or the needs of the future.

2) The functioning of education for females and males; sex differences in educational experiences and outcomes.

"Accumulated data suggest that education functions largely to prepare both females and males for the roles traditionally considered appropriate to their sexes. Although we cannot be certain of many of the future needs of women and men, we do have some general statistical indicators of major life trends against which reality of our traditional sex role assumptions and the adequacy of our education programs for women and men may be assessed.

"Five major changes have occurred in the lives of American women since the turn of the century, 1/ changes which are paralleled by complementary changes in the lives of men.

- Women are increasingly entering the labor force.

In every age group, the percentage of women participating in the paid labor force has steadily increased each decade since 1900. Ninety-five percent of all females currently in high school will be engaged in paid employment at some time in their lives. More than 60 percent of the female labor force is made up of married women, and half of all women with children between ages 6 and 17 are working for pay outside the home. Economist Eli Ginzberg has called this entry by women into the work force "the single most outstanding phenomenon of our century." 2/

For many poor or minority group women who have never had the option of staying at home, this change has been less dramatic. Since 1890, the percentage of Black women in the paid labor force has increased from 37 percent to 49.5 percent. The increase for white women over this same period has been from 15.8 percent to 42.6 percent.

- Women are increasingly heading families.

The proportion of single parent families headed by women increased by 33 percent in the last decade. (This compares with a 13 percent increase in husband-wife families.) Of all families headed by women, nearly 40 percent live below the poverty threshold.

- Women are having fewer children.

Since 1960, family size and fertility rates for all racial-ethnic groups have dropped markedly.

- Women are increasingly living alone or with unrelated individuals.

The number of households consisting of primary individuals--those who do not live with persons related to them--has increased from 10 percent of all households in 1940 to 20 percent in 1973. An increase of nearly one million women in this category occurred between 1970 and 1973. As the life expectancy of women continues to exceed that of men, women over 65 comprised 55 percent of this category; women between ages 14 and 34, 34 percent.

- Women are becoming increasingly well-educated.

In the years between 1940 and 1974, the median number of school years completed by women in this country has increased from 8.7 years to 12.3 years. Both white and Black females are completing more years of formal schooling; in 1940 the median number of school years completed by Black females was 6.1; in 1970, 11.4. For white females, the medians are 8.8 and 12.4 for corresponding years.

"These five changes in the lives of women appear to be the result of steady and irreversible societal changes occurring since the turn of the century. They reflect our development from a rural/agricultural society to an urban/industrial-technological society, and resultant changes in the nature of work itself, the organization of family life, and the increased availability of public education.

"As the roles and lives of women have changed, so have the roles and lives of men. As women have entered the labor force, many men have assumed new responsibilities in the maintenance of home and family. As the family has decreased in its importance as the primary unit of economic production, its role as an emotional support system has increased in relative importance, with great impact on the roles of males, females and children. As more persons enter the work force, our society is beginning to reevaluate the basis for the assignment of employment roles, again with major implications for the lives of males.

"How well do our education institutions prepare students to function effectively in their changing roles? For example, how well are females prepared to assume their roles as paid workers, as family heads, as persons living independently, and as consumers of education?

"It is difficult to separate the effects of formal education on the development of females or males from those of such informal education agents as the family or the media. Data suggest, however, that our education agents, formal and informal, are failing to provide females with the self-images, knowledge, and skills necessary to enable them to function successfully in these roles.

"Although educational achievement is an imperfect measure of preparation for adult roles, it does provide us with one indication of possible differences in the preparedness of females and males. A recent report of the National Assessment of Educational Progress (NAEP), a project of the Education Commission of the States, indicates major disparities in the educational achievement of males and females: 3/

- Results from NAEP assessments in eight learning areas show that males generally do better than females in four major subjects: mathematics, science, social studies, and citizenship.

- In the four other learning areas, females consistently outperform males to any large degree in only one (writing); maintain a slight advantage in one (music); and in the remaining two subjects (reading and literature) are above male achievement levels at age 9, then drop to lag behind males by the young adult ages 26-35.

- What is particularly puzzling in comparing male-female achievement is that in the male-dominated areas (mathematics, science, social studies, and citizenship), males and females at age 9 show scholastic understandings that are fairly equal. By age 13, however, females have begun a decline in achievement which continues downward through age 17 and into adulthood.

"We can hypothesize two interpretations of these data. The first interpretation would suggest that differences in intellectual ability between males and females limit girls' academic achievement. A comprehensive analysis and review of research regarding basic psychological sex differences by Eleanor Maccoby and Carol Jacklin 4/ indicates that this interpretation is not supported.

"Maccoby and Jacklin conclude that there is no difference between males and females in basic learning styles; there is no sex difference in ability to perform either rote learning tasks or tasks requiring higher level cognitive processing. Further, females and males do not differ on tests of analytic or cognitive style. Although Maccoby and Jacklin do conclude that males excel in visual-spatial and mathematical ability, which is consistent with their superior performance on the mathematics section of the NAEP, they also find that females have greater verbal ability than males. It is thus difficult to attribute the performance deficit of females on the nonmathematical portions of the Assessment to basic sex differences in ability. A more plausible interpretation is that these performance differences are the result of sex-differentiated patterns of educational socialization which perpetuate traditional male and female stereotypes.

"Data compiled by Myra Sadker in her 'Report Card on Girls and School,' 5/ many of which provide information on sex differences in self-image, also indicate differences between females and males in

their preparedness to function in independent and paid work roles. These data, like the NAEP statistics, also indicate the increase of these sex differences with age. (It is important to note, however, that most of the data are based on white middle class populations and they should not be generalized to apply to all cultural groups without further investigation.)

- Intellectually, girls start off ahead of boys. They begin speaking, reading, and counting sooner; in the early grades they are even better in math. However, during the high school years, a different pattern emerges and girls' performance on ability tests begins to decline. Indeed, male students exhibit significantly more IQ gain from adolescence to adulthood than do their female counterparts. 6/

- As boys and girls progress through school their opinions of boys become higher and, correspondingly, their opinions of girls become lower. Children are learning that boys are worth more. 7/

- Grade school boys have positive feelings about being male, they are more confident and assertive. In contrast, girls are not particularly enthusiastic about having been born female. They are less confident about their accomplishments, their popularity, and their general adequacy. 8/

- By the time they reach the upper elementary grades, girls' visions of future occupations are essentially limited to four: teacher, nurse, secretary or mother. Boys of the same age do not view their future occupational potential as so limited. 9/

- A more recent study indicates that although more elementary school girls are beginning to consider a variety of careers, they are unable to describe in any specificity what having a career would be like. Boys, in contrast, are able to describe in detail the activities which might comprise their chosen career. 10/

- Although women make better high school grades than do men, they are less likely to believe that they have the ability to do college work. 11/

- Decline in career commitment has been found in girls of high school age. This decline was related to their feelings that male classmates disapproved of a woman's using her intelligence. 12/

- Of the brightest high school graduates who do not go on to college, 75-90% are women. 13/

- The majority of male and female college students feel the characteristics associated with masculinity are more valuable and more socially desirable than those associated with femininity. 14/

- College women respond negatively to women who have achieved high academic or vocational success, and at times display an actual motive to avoid success. 15/

"Most of the data which exist on sex differences in educational outcomes document the deficits of females on various academic and career-related achievement or self-concept measures. Also significant, although less well documented, is the pressure for independence, competition, and career success and achievement which may produce stress and anxiety in males, and may deny them the opportunity to acquire the noncompetitive, affective, and interpersonal skills needed for human living.

"Again, it is difficult to differentiate the contribution of schools to these phenomena from those of the family, the media, and other socialization influences. There is much documentation, however, of the ways in which schools may perpetuate these forms of sex differentiation, regardless of the other institutions which share in this responsibility.

3) Sources of these differential outcomes; vehicles of sex role socialization and manifestations of sex bias in schools.

"The traditional sex role assumptions and values of our society are transmitted in a variety of ways in education institutions. Instead of assisting all students, female and male, to explore a variety of traditional and nontraditional roles, fields, and options, and identify those most appropriate to their own individual needs, interests, and abilities, schools function largely to transmit unexamined and potentially limiting sex role stereotypes. These stereotypes are reinforced through most of the traditional vehicles of educational socialization: textbooks and instructional materials, the behavior of school personnel, counseling and guidance, sex segregation in schools and school groupings, vocational education, physical education and athletics, extracurricular activities, and professional role modeling.

- Textbooks and instructional materials--Textbooks convey not only academic or cognitive information for student mastery but also affective information regarding the assumptions, values, and biases of a culture. Numerous studies have documented that the presentation of sex roles in these materials is traditional and limiting. 16/ Females are relatively invisible, usually characterized in their infrequent appearances as passive, dependent and emotional creatures defined primarily by family roles. Males are generally portrayed in opposite but equally stereotypical roles: they are usually striving and achieving in adventure, career, or public roles, with little family or emotional life or human limitations. These images are consistent across subject areas or discipline and throughout all educational levels.

- School personnel behavior--The behavior of school personnel provides students with a reflection of society's expectations for their lives, how they will be valued, and what they may become.

Research indicates that teachers and administrators hold different behavioral and academic expectations for females and males and often behave in ways which reinforce passivity and dependence in females and aggression and independence in males. 17/ Although many of us have heard the finding that boys in the elementary school are punished more frequently than girls are, studies also show that boys receive more active teacher attention in every category of teaching behavior: active instruction, listening, praise, and punishment. 18/

• Counseling and guidance--It is probably in academic and career guidance that the functioning of schools as a societal "sorting" mechanism is most explicit. Both male and female counselors hold differential perceptions of appropriate course selection and career choices for female and male students, and these traditional biases are reflected in many counseling instruments and materials. 19/

• Sex-segregated schools and school groupings--Separate schools for males and females, sex-differentiated graduation requirements (industrial arts for males; home economics for females), and sex differentiation in academic or classroom maintenance assignments all combine to reinforce the legitimacy of differential expectations regarding the roles and abilities of males and females.

• Vocational education--Vocational education provides a direct link between education and the employment system. Of 136 instructional categories within the nation's vocational education programs, 71 percent have enrollments of at least 75 percent of one sex or the other; almost one-half have enrollments over 90 percent of one sex or the other. Females predominate in those programs providing preparation for lower-paying vocations. 20/

• Physical education and athletics--Although all individuals should be encouraged to develop healthy bodies and body images and the commitment and skills for their maintenance, physical education and athletic programs from preschool through college operate to minimize the importance of physical development for females. Physical education programs become increasingly sex differentiated as students progress through school, and athletic opportunities for females become more and more constricted. As the emphasis upon competition increases, increasingly greater proportions of male students are also short-changed. 21/

• Extracurricular activities--Sex differentiation in academic honors, academic and social organizations, and interest groups is prevalent. This reflects and perpetuates the dual system of expectations and rewards apparent in the more formal educational activities.

• Sex-stereotyped assignments of roles in the education profession--Role modeling is a powerful form of learning. As students perceive that the proportion of females declines with increasing educational level and administrative responsibility, they gain salient information about the roles available to them in the future.

"These data suggest that educational programs reflect differential expectations, curricula, and reinforcements for male and female students. Although direct causal relationships remain uninvestigated, it is unlikely that students progress through school untouched by these powerful and consistent reinforcements of traditional roles. The very differentiated roles are not consistent with the changing roles of males and females in our society and do not accommodate the full range of options needed by students. It is clear that schools are neither meeting the current needs of females and males nor planning for the continuing changes that will impact their future lives."

4) Goals for the educational preparation of females and males.

"If schools are not currently preparing females and males to function effectively in the diverse roles required of them by our changing society, what should they be doing to improve? Although it is difficult to anticipate many of the specific changes that will occur in the society of the future, data which we have discussed indicate that many of our traditional differentiations regarding the roles of women and men in the family, in the paid workforce, and in the larger society have, and will continue to be modified to include a greater diversity of roles for both women and men, and to reduce the differences between the demands placed upon and the options available to members of both sexes.

"These data suggest that our education agencies and institutions effectively prepare both males and females for full human functioning if they:

- provide both males and females with an incremental program of career exploration, job skills training, and general preparation for participation in the paid workforce. Both females and males must be prepared to include paid work and career development as a part of their life plans. They must be equipped to design lifelong career development efforts and to view employment as a positive vehicle for growth as well as a method of economic maintenance.

- provide both females and males with attitudes, knowledge and skills that increase their capability for both independent and interdependent living. Girls need to learn the skills of independent living and functioning in the variety of economic, political, social, and psychological roles of adult life. Boys must be provided not only with the capabilities necessary for independent lives outside the home, but also the capabilities for participating fully in the maintenance of home and family.

- prepare boys and girls, men and women with the skills of living with the rapidity of social change that our society is experiencing. All persons must be equipped with the attitudes, skills, and knowledge that facilitate continued learning and to act upon those changes which have relevance for their lives.

"It is with such general educational goals in mind that Title IX requirements may be most effectively understood and implemented. Title IX reflects the assumption that in our society, educational experiences which are of value to persons of one sex are of potentially equal value to persons of the other. Implementation of Title IX requirements is one step toward the provision of educational services which can function to prepare all students for the future roles which await them."

3. After the presentation of the lecturette, many participants may wish to raise questions or to discuss some of the issues raised. It is important that some time be allotted for this purpose, because much of the information presented in the lecturette may conflict with many of the traditional assumptions and values held by some of the participants. In this discussion, it is important to provide as much objective data or clarifying information as possible, while avoiding judgment or evaluation of differing personal values. Discussion of a number of the questions frequently raised in similar workshops is contained in Appendix C. Five or ten minutes should be sufficient for this initial discussion; it provides an opportunity for consideration of basic issues while discouraging participants from lengthy debate or polemics. If more questions arise, remind participants that there will be opportunities for additional discussion throughout the remainder of the workshop.

4. Distribute copies of "Title IX of the Education Amendments of 1972: a Summary of the Implementing Regulation."

5. Suggested lecturette: The Title IX Regulation (10 minutes)

"Title IX was enacted in 1972, after much Congressional testimony which cited data similar to those we have just reviewed. The regulation to implement Title IX was issued in 1975, after still more testimony documenting the nature of sex bias and discrimination in education policies, practices, and programs. The regulation to implement Title IX is unique in the specificity of its provisions; this specificity reflects both the availability of data documenting sex bias and the years of experience gained by HEW's Office for Civil Rights (the office responsible for the regulation) in the implementation and enforcement of other Federal antidiscrimination requirements.

"Title IX states that:

'No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.'

"The provisions of its implementing regulation are organized into four major sections:

- A procedural section which specifies general definitions and five basic compliance procedures required of all education agencies and institutions receiving Federal funds. These requirements are a unique feature of the Title IX regulation.

- An admissions section which delineates discriminatory policies and practices which are prohibited in the admission of students to specified educational programs. This section applies to schools of vocational education and to most postsecondary education institutions.

- A treatment of students section which outlines requirements for nondiscrimination in students' access to courses, student policies, counseling and guidance practices, physical education and competitive sports, facilities, financial aid, extracurricular activities, etc.

- An employment section which specifies prohibited forms of discrimination in the employment policies and practices of education institutions and agencies receiving Federal funds.

"Each of you should have received a copy of 'Title IX of the Education Amendments of 1972: A Summary of the Implementing Regulation.' We are going to review briefly those major provisions of the regulation which are of most relevance to local education agencies; you may find it useful to follow along in the 'Summary,' which provides more detailed information.

"First, we are going to examine the requirements of the procedural section of the regulation.

Procedural Provisions:

"There were five procedural steps which were to have been implemented by July 21, 1976.

1. Notification of policy of Title IX compliance and nondiscrimination on the basis of sex

   Each institution or agency covered by the Title IX regulation is required to develop a policy statement of Title IX compliance and nondiscrimination on the basis of sex and to make notification of such policy to employees, students, parents of elementary and secondary students, sources of referral of applicants for employment, labor organizations, and organizations holding contracts for services. Initial notification was required by October, 1975, but notification is an ongoing responsibility. This policy statement should also be added to official documents such as course announcements, reports, job announcements, requests for referral of applicants, etc.

2. Designation of employee responsible for coordination of compliance efforts

   Each education institution or agency is required to designate an employee with responsibility for ensuring compliance with the provisions of Title IX. Ultimate account-

ability for agency/institutional compliance with Title IX rests with the chief administrative officer, but the regulation requires the designation of an employee with specific responsibilities for coordination of efforts toward implementation of the regulation. In many instances, it is advisable that two persons be designated to coordinate two areas of activity--one person with responsibilities for compliance with the employment requirements and one person with responsibilities for compliance with the student treatment and policies portion of the regulation.

3. Development of a grievance procedure for the handling of discrimination complaints

Each recipient of Federal funds must develop an internal grievance procedure for the handling of complaints of discrimination. This requirement covers only those complaints related to sex discrimination but it would be advisable to develop such a procedure for the handling of complaints of race discrimination since they are also covered by Federal laws.

There is little specification of requirements for the grievance procedure beyond the requirement that it provide for prompt and equitable resolution of complaints.

It must be pointed out that the existence of an institutional grievance procedure does not limit the possibility of direct filing of complaints with the Office for Civil Rights. Further, any disputed handling of an organizational complaint may also be the source of a complaint filed with the Office for Civil Rights.

4. Institutional self-evaluation

Institutional self-evaluation is basically a required self-assessment directed at the identification of overt and covert forms of sex discrimination which violate requirements under Title IX. The institutional self-evaluation process consists of three basic parts:

- assessment and evaluation of present policies and practices for compliance with Title IX
- modification of policies and practices found to be discriminatory
- development of remedial steps to be taken to eliminate possible effects of past discrimination

This process was to have been completed by July 21, 1976. A description of any modifications and remedial steps must be kept on file for a three-year period.

5. Filing of assurance statements to be included with applications for Federal funds.

An assurance form prepared by the Office for Civil Rights (Form 639) was sent to every education agency. Any applications for Federal funds should make reference to the form filed, or enclose a copy of the form.

Admissions Provisions

"The second section of the regulation is the admissions section. It applies only to institutions of vocational education, and specified postsecondary institutions. No student may, on the basis of sex, be denied admission or be subjected to discrimination in admission by any institution of vocational education, or by any specified postsecondary institution. Specific prohibitions are listed in your 'Summary.'

Treatment of Students Provisions:

"The treatment of students provisions of the regulation covers nearly every aspect of student treatment and student programs. In general, the regulation requires that:

'No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or any other education program or activity operated by a recipient.'

"It specifically provides that education institutions or agencies may not, on the basis of sex:

- provide different aid, benefits, or services;
- deny any such aid, benefit, or service;
- subject any person to separate or different rules of behavior, sanctions or other treatment;
- discriminate against any person in the application of any rules of appearance;
- provide significant assistance to any agency, organization or person which discriminates on the basis of sex in providing any aid, benefits or services to students or employees; and
- limit any person in the enjoyment of any right, privilege, advantage or opportunity.

"These prohibitions cover use of facilities, access to course offerings, counseling and counseling materials, financial assistance, health and insurance benefits or services, athletics, and marital or parental status of students.

"Examples of some of the provisions of this section of the regulation include the following:

Course offerings. Course offerings or other education activities may not be provided separately on the basis of sex, nor may participation therein be refused or required on such basis. Included are health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

- With respect to physical education courses, institutions are required to develop coeducational programs as soon as possible but in no event later than July 21, 1976 at the elementary school level, and July 21, 1978 at the secondary and post-secondary levels.

  --Students may be grouped by ability in physical education classes as long as ability is assessed by objective standards developed and applied without regard to sex.

  --Students may be separated by sex within physical education classes during participation in contact sports.

- Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted separately for males and females.

- Recipient institutions may make requirements based on vocal range or quality which result in choruses of one or predominantly one sex.

Schools of vocational education. A local education agency may not, on the basis of sex, exclude any person from admission to any institution of vocational education or any other school or educational unit it operates unless it otherwise makes available to such person, pursuant to the same policies and criteria of admission, courses, services and facilities comparable to each course, service, and facility offered in or through such schools.

Counseling and counseling materials. Institutions may not discriminate on the basis of sex in the counseling or guidance of students or applicants.

- Recipients may not use different testing or counseling materials for students on the basis of sex or use materials which permit or require differential treatment of students unless such materials cover the same occupations and interest areas and their use is shown to be essential to eliminate sex bias. Recipients must develop and use internal procedures for ensuring that counseling and testing materials do not so discriminate.

- When a recipient finds that a particular class contains a substantially disproportionate number of individuals of one sex, the recipient must take such action as necessary to assure itself that this disproportion is not the result of sex discrimination by counselors or in counseling materials.

Employment assistance to students. Institutions may not render services or assistance in the procurement of student employees to agencies or individuals which discriminate on the basis of sex in employment practices.

Health and insurance benefits and services. Institutions may not discriminate on the basis of sex in providing medical, hospital, accident or life insurance benefits, services, policies, or plans to any students.

Marital or parental status. A recipient may not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex. No student may be discriminated against or excluded from an education program or activity on the basis of pregnancy or related conditions unless the student requests voluntarily to participate in a separate portion of the program or activity.

Athletics. The general requirement of the athletics section requires that no person, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person, or otherwise be discriminated against in any interscholastic, intercollegiate, club, or intramural athletics offered by a recipient, and no recipient shall provide athletics separately on such basis.

Separate teams, however, may be operated for members of each sex where:

- selection for such teams is based on competitive skills, or
- the activity is a contact sport.

Where an agency/institution operates or sponsors a team in a particular sport for members of one sex but operates no such team for members of the other, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try out for the team offered unless the sport involved is a contact sport (boxing, wrestling, rugby, ice hockey, football, basketball, and other sports, the major activity of which involves bodily contact).

In assessing equal opportunity for members of both sexes, HEW will consider:

- whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;

- scheduling of games and practice time;
- travel and per diem allowance;
- opportunity to receive coaching and academic tutoring;
- assignment and compensation of coaches;
- provisions of housing and dining facilities and services, and
- publicity.

Unequal aggregate expenditures for members of each sex or for male and female teams will not constitute noncompliance, but HEW may consider the failure to provide necessary funds for teams of one sex in assessing equality of opportunity.

All institutions/agencies must comply as soon as possible; elementary schools must be in full compliance with this section by July 21, 1976, secondary and postsecondary schools by July 21, 1978.

Facilities. A recipient may provide separate toilet, locker room and shower facilities on the basis of sex; those provided for one sex must be comparable to those provided for the other.

Employment Provisions:

"The last section of the regulation covers the employment policies and practices of the education institution or agency. Specifically, discrimination is prohibited in:

- access to employment, including
  - recruitment policies and practices
  - advertising
  - application procedures
  - testing and interviewing practices
- hiring and promotion, including
  - selection practices
  - application of nepotism policies
  - demotion, lay off, termination
  - tenure
- compensation, including
  - wages and salaries
  - extra compensations

- job assignments, including

  - classification and position descriptions
  - lines of progression
  - seniority lists
  - assignment and placement

- leaves of absence, including

  - leaves for temporary disability
  - childbearing leave and related medical conditions
  - childrearing leave

- fringe benefits, including

  - insurance plans
  - retirement plans
  - vacation time
  - travel opportunities
  - selection and support for training

- labor organization contracts

The provisions of the implementing regulation may be interpreted through clarifying memoranda issued by the Office for Civil Rights or through decisions issued by the courts through the judicial process. They may also be modified or extended through legislative amendments. Three such amendments were made by the Education Amendments of 1976. The two amendments which are relevant to local education agencies function to:

- exclude activities held in connection with Boys' Nation, Girls' Nation, Boys' State, and Girls' State from coverage by Title IX

- specify that Title IX does not preclude father-son or mother-daughter activities at an educational institution, provided that these opportunities are reasonably comparable for students of both sexes."

6. At the close of the review of the regulation, adequate time should be devoted to answering questions and providing clarification of the provisions of the regulation. Fifteen minutes has been allocated for this question period. If the group has already had considerable exposure to the regulation, you may wish only to abridge and highlight the critical points made in the lecturette in order to allow more time for questions and answers.

In some instances hostile or argumentative questions may be raised. It is important that workshop leaders not become flustered by such questions. Some of the things to be remembered are:

- Limit responses to the relevant interpretive or factual information. Don't allow yourself to be drawn into arguments or emotional exchanges.

- If you do not know the answer to a question, admit it and indicate that you will try to provide that information at a later date.

- If you encounter resistance to any of the regulatory requirements, avoid being drawn into a position of becoming defensive.

7. When the time for the activity has expired, close this section by reminding participants that the summary of the regulation is a useful reference document for further clarification. Point out that additional clarification of the regulation will be supplied in the afternoon workshops.

V. THE TITLE IX GRIEVANCE PROCESS--THE CONTINUING RESPONSIBILITY

Time required: 35 minutes

A. Purposes of the activity:

- To increase participants' understanding of the application of the internal Title IX grievance process as a method for resolving complaints of sex discrimination and for monitoring Title IX compliance
- To increase participants' understanding of their individual responsibilities for grievance problem-solving and the elimination of sex discrimination
- To increase participants' awareness of positive attitudes which can contribute to the effective implementation of the Title IX grievance procedure

B. Materials

For workshop leader use:

A chart (on newsprint, chalkboard, or acetate transparency) containing the following information:

Components of a Grievance Procedure

I. Provisions related to the initiation of grievances

A. The definition of who may grieve

B. The definition of what shall constitute a grievance

C. The stipulation of time limits for the initiation of grievances

D. The stipulation of the manner or form in which grievances shall be initiated

E. The specification of any assistance available to grievants for the initiation/presentation of a grievance

II. Provisions related to the processing of grievances

A. The number and levels of steps for grievance processing

B. The form of grievance presentation or processing at each step

C. Requirements for notification of involved parties at various phases of the grievance process

D. Timelines governing the various actions or steps within the grievance process

E. Procedures which shall govern the conduct of grievance meetings or hearings at any step of the grievance process, e.g.,

--the minimum time allocated for the grievance hearing
--the time allocated to each party
--the right of each party to representation
--the right to present witnesses and evidence
--the right to question opposing witnesses
--the moderation of hearings
--the right to confidential or public grievance meetings or hearings

F. Requirements for the filing or submission of written information by the grievant or the respondent

G. The specification of the forms which grievance decisions shall take at each step

H. The roles and/or the selection of persons involved in grievance processing

III. Provisions related to the basic procedural rights of the parties to the grievance

A. The grievant's right of appeal

B. The right of all parties to impartial grievance decisionmakers

C. The access of grievants to relevant agency/institutional records

D. Protection of grievants from harassment and retaliation

E. Confidentiality of grievance proceedings

C. Procedure: lecturette on Title IX grievance procedure

1. Display chart on "Components of a Grievance Procedure."

2. Suggested lecturette: The Title IX Grievance Process--The Continuing Responsibility (20 minutes)

"We have talked about the procedural requirements for Title IX compliance. One of these requirements--the maintenance of an internal Title IX grievance procedure--involves all of us in continuing Title IX monitoring and implementation. The Title IX regulation requires that education agencies develop and maintain an internal grievance procedure for the resolution of Title IX complaints of sex discrimination. The determination of the specific procedure to be used is left to the discretion of the agency. The only standard for the grievance procedure which is specified is that it must provide for prompt and equitable resolution of student and employee complaints.

"A Title IX grievance procedure may be defined as a method by which an individual or group may express a complaint or a grievance to an agency alleged

to be violating the Title IX regulation, and receive a fair hearing and a resolution of the grievance without fear of reprisal. The procedure must function to determine whether or not a violation of the regulation has occurred, and if so, it must also determine the appropriate means for correcting and remedying the violation.

"Participation in the grievance process is both an option of and the ongoing responsibility of every staff member. For the individual staff member it provides:

- A method for the presentation and resolution of grievances of sex discrimination which may have denied the staff member or other employees access to equal opportunity;
- A method for the identification and resolution of grievances regarding sex discrimination in the treatment of students;
- A structure within which various individuals or groups within the agency may discuss and clarify issues relating to sex discrimination;
- A process whereby staff members may be involved in the initiation, implementation, and monitoring of constructive change efforts.

"An effective grievance procedure may similarly provide a number of benefits to the local education agency:

- It provides the agency with a method for identifying and correcting noncompliance which may be denying students or employees their rights to equal treatment without regard to sex and which may ultimately jeopardize the agency's eligibility for Federal funds;
- It provides a mechanism for mutual problem solving among the various groups represented in the education agency by providing a channel for constructive and result-oriented communication.

"This morning we want to examine briefly two basic components of an effective grievance procedure. The first basic component of the procedure to be examined is the nature of the structure provided by the procedure itself. In this instance we are asking the question:

> Do the provisions of the procedure provide an adequate method of result-oriented problem solving?

"The second component which determines the success or failure of a grievance procedure is the human element, or the understandings and skills of the staff of an education agency. In this instance the question which must be asked is:

> Do staff members of the education agency have a sufficient level of knowledge and skill to facilitate the meaningful and effective functioning of the procedure?

"Both of these components are essential to effective implementation of a grievance procedure.

"Let's examine the first component--the structure of the grievance procedure. Every grievance procedure should be designed to:

- Provide equitability and due process to all parties involved in the grievance.

  Equitability of the grievance process is enhanced when grievance procedures provide timelines for prompt consideration of the grievance, the right to impartial hearing officers, the right of appeal to a higher level of consideration, and the right of all parties to present their case and receive a fair hearing.

- Make utilization and implementation of the grievance procedure as simple as possible while continuing to ensure equitability and actual resolution of the grievance.

  An effective grievance procedure must be simple to use. Such simplicity, however, need not be a matter of brevity in the written procedure, or in the implementation of a single-step process for grievance resolution. Simplicity should be achieved through a grievance procedure in which all steps and activities are clearly stated and the responsibilities and timelines are specified for each, and in which assistance and information with regard to Title IX and grievance matters are made available to all parties--grievants, respondents, and decisionmakers.

"A number of the basic components of a grievance procedure are listed on the chart posted. Ideally, the structure of a grievance procedure should delineate the following:

- Procedures for initiation of a grievance--the specification of:

  --who may grieve
  --what shall constitute a grievance
  --the time limits for filing a grievance
  --the manner or form in which grievances shall be filed
  --the forms of assistance available to grievants for clarification of the Title IX regulation or initiation of a grievance

- Procedures for processing a grievance--the specification of:

  --the number and levels of steps for grievance processing
  --the form of grievance processing at each step
  --requirements for notification of all involved parties
  --timelines governing the various actions or steps
  --procedures for the conduct of grievance meetings or hearings
  --the form of responses to grievance filing or hearings
  --the roles and/or selection of persons involved in the grievance proceedings

- Procedural protections--the specification of:

  --the protection of grievants from harassment and retaliation
  --the confidentiality of grievance proceedings
  --the right of grievants to reasonable access to agency records

"It should be pointed out that many grievance procedures will not include specification of all these items. This does not mean that the procedure is not in compliance with the Title IX regulation; rather, examination of the scope of specification that is possible in a grievance procedure provides a basis for determining if modification of the present procedure may be useful.

"The second critical component of an effective grievance procedure is the attitudes, knowledge, and skills of agency personnel. Staff must understand that the elimination of sex discrimination is an ongoing responsibility for all staff members. A problem-solving climate should be established to support the continuing behaviors which may be discriminatory. Allegations of Title IX violations are a valuable form of personal and institutional feedback. If a grievance has merit, it provides the opportunity to correct a specific problem; if the grievance is without merit, it provides an opportunity to explore the circumstances which may be responsible for the allegation of discrimination.

"Some of the basic staff understandings that facilitate positive implementation of the grievance process include:

- Discrimination against students is a serious problem and all efforts must be made to provide full equity to students and employees. This is both a legal and an educational responsibility of education agencies.

- The Title IX grievance procedure is a positive, effective method for solving those problems related to sex discrimination.

- The use of the Title IX grievance process is a basic right guaranteed to students and employees by Federal law and regulation.

- Although being named respondent in a grievance is not a pleasant experience, it can provide important feedback and the opportunity to improve our personal and/or institutional effectiveness.

"Educational personnel can increase the effectiveness of the grievance procedure by observing the following points:

- Thoroughly familiarize yourself with the written grievance procedure; understand the processing steps, your responsibilities, and the rights of all parties to the grievance.

- Examine the Title IX regulation, and related memoranda, directives, guidelines, or subsequent legislation and identify those which are relevant to any grievance.

- Withhold judgment regarding the validity of the grievance; do not move to a position of denial or defense.

- Maintain an open and objective attitude.

- Avoid talking about blame, either directly or indirectly.

- Do not express preconceived notions, ideas, judgments, or conclusions.

- Do not predict outcomes.

"These two factors--the structure of the grievance procedure itself and the attitude and capability of the staff--will determine the effectiveness of the grievance procedure as a means of facilitating nondiscrimination and the monitoring of Title IX compliance."

3. Allow approximately 15 minutes for any questions from the audience and clarifying discussion.

4. Conclude the first part of this session and prepare participants for the afternoon activities. An example of appropriate comments might be:

   "This morning we have reviewed the provisions of the Title IX regulation and general issues related to Title IX grievance procedures. This afternoon we will be combining the two areas. We will review sample Title IX grievances and identify and formulate the types of steps or actions which might be taken to correct or remedy instances of discrimination identified."

VI. THE TITLE IX GRIEVANCE PROCESS--UPDATING PROFESSIONAL SKILLS

Time required: 70 minutes

A. Purposes of the activity:

- To increase participants' understanding of the application of the internal Title IX grievance process as a method for resolving complaints of sex discrimination and for monitoring Title IX compliance
- To increase participants' understanding of their individual responsibilities for grievance problem-solving and the elimination of sex discrimination
- To increase participants' skills in identifying violations of the Title IX regulation, especially those related to their own job functions
- To increase participants' skills in identifying or formulating corrective actions and remedial measures which may be taken to redress Title IX violations

B. Materials:

For distribution to participants:

"Sample Grievances"--worksheets as provided for use with administrative staff, physical education and athletics staff, counseling staff, and teaching and instructional staff (pages A15-A68)

"Sample Grievances"--analyses of the grievances used by each group (optional) (pages A69-A86)

For workshop leader use:

Newsprint and magic marker, chalkboard and chalk, or acetate transparencies and overhead projector. (One of these is needed for each workgroup--administrators, physical education staff, etc.)

A chart (or newsprint, acetate transparency, or chalkboard) containing the following definitions:

Corrective action: taken to modify a discriminatory policy, program, or practice to attain its compliance with Title IX requirements.

Remedial measure: taken to overcome the effects of the discriminatory policy, program, or practice.

(Such a chart is needed for each workgroup.)

C. Procedure: consideration of sample grievances in job-related workgroups

1. When the total group has reconvened after lunch, announce and post rooms or spaces assigned to workgroups for administrative staff, counseling staff, teaching and instructional staff, and physical education and athletics staff. If persons occupying other roles are present, they may be assigned randomly to these groups. At least one facilitator should be assigned to each workgroup. If the size of the groups is more than 20, it would be advisable to organize two separate workgroups for that staff category.

2. When the small groups have convened, the group facilitator may wish to open the work activities in the following way:

> "This afternoon we're going to follow up the information provided this morning about the grievance procedure and see how grievance decisionmaking would operate. We'll be analyzing sample grievances to determine if they are violations of the Title IX regulation. If they are violations, we'll see if we can identify corrective actions or remedial measures that would be appropriate."
>
> /If the group members do not know one another, or the facilitator, it may be useful to have persons introduce themselves before proceeding to the next activity./

3. Pass out copies of "Sample Grievances" worksheets selected for the particular workgroup. (Do not distribute the "Sample Grievances" analyses at this time.)

4. Post the "definitions" chart.

5. Introduce the activity by comments such as:

> "The worksheets that have been distributed provide several examples of grievances filed with local education agencies. In some instances, the grievance would constitute a violation of Title IX and, in other instances, there is no violation of the Title IX regulation. We're going to ask you to read through each grievance and make a determination of whether the grievance is a violation of the Title IX regulation. When you have made your decision, please indicate it in the appropriate place on the back of the sheet.
>
> "If you decide that the grievance is a violation of the Title IX regulation, indicate any corrective actions or remedial measures that you believe would be appropriate. Remember that a corrective action is one that is taken to modify a discriminatory policy, program, or practice to attain compliance with Title IX. A remedial measure would be any action that is taken to overcome the effects of the discriminatory policy, program, or practice. These definitions are posted on the chart for your reference.

"For example, if female students were not permitted to join the school-sponsored Young Scientists Club, a violation of Title IX would have occurred. Corrective actions might include changing the policy to permit the admission of female students and admitting those female students that apply for membership. Remedial measures might take the form of distributing announcements to all students to let them know of the change in policy and to encourage them to apply for membership.

"You will have about 10 minutes to review and decide the grievances individually. Then you will have a chance to discuss your decisions in small groups."

6. Allow about 10 minutes for individuals to read the grievances, to decide whether they are violations of the Title IX regulation, and to delineate corrective steps and remedial measures.

7. When most of the participants have finished the assigned tasks, ask them to form small workgroups (not more than 6 in a group). Ask the members of the group to compare their grievance decisions and identify those corrective actions and remedial measures which they believe to be most appropriate for the specific grievance. Thirty to forty minutes should be allowed for this activity.

8. While the groups are discussing the grievances, it may be useful for the group facilitators to walk around the room and observe the discussion groups. If it would be useful to provide a clarifying comment, the facilitator should feel free to do so but this should not be permitted to detract from the group members' discussion. In observing the groups, the following questions should be considered:

- What misunderstandings or confusions about the Title IX regulation can be identified?
- Are group members able to recognize violations of the Title IX regulation?
- Can group members distinguish between corrective actions and remedial measures?
- Can group members identify appropriate corrective actions and remedial measures?

This diagnosis of the problems encountered during the discussion provides the workshop leader with a basis for processing and summarizing the discussions with the total group.

9. After the small groups have had an opportunity to discuss their grievance decisions, a total group discussion should be initiated by the group facilitator. This discussion should provide the opportunity for group members to check their perceptions with other group members and the workgroup facilitators. Group members should also have an opportunity to share their suggestions for corrective actions and remedial steps. These might be

noted on newsprint or chalkboard by a facilitator or small group recorder, so that members of the group have an opportunity to react to the variety of suggestions.

The group facilitators should also "process" the discussion in such a way to permit clarification of points that were observed to be unclear during small group decisions.

10. The "Sample Grievances" analyses sheets may be distributed near the end of the session for future reference by participants. The group facilitator should point out that the analyses are only illustrative and should not be interpreted as official policies of the Office for Civil Rights. Participants may be urged to compare their responses with these suggestions to identify similarities and differences. Such differences may indicate the range of creative grievance decisions appropriate for the range of local situations.

11. After summary of the discussion in the large workgroup, the group members should be asked to return to the total group meeting room.

VII. TITLE IX COMPLIANCE--PLANNING FOR CHANGE

Time required: 80 minutes

A. Purposes of the activity:

- To increase participants' understanding of the change process and the factors that are likely to facilitate change
- To increase participants' skills in developing change objectives and planning programs for attaining these objectives
- To assist participants in identifying objectives for personal or institutional change to ensure Title IX compliance and in initiating action planning for accomplishing these objectives

B. Materials:

For distribution to participants:

"Action Planning Worksheets" (pages 69-71 or A87-89)

For workshop leader use:

A chart (on newsprint, acetate transparency, or chalkboard) containing the following information:

Stages of Change

1. shock or surprise
2. disbelief
3. guilt
4. projection
5. rationalization
6. integration and action
7. acceptance

C. Procedure: lecturette; individual action planning; discussion and planning in small workgroups.

1. Display chart on "Stages of Change."
2. Distribute "Action Planning Worksheets."
3. Suggested lecturette: The Nature of Change; Strategies for Action Planning (20 minutes)

The Nature of Change:

"Several times during the workshop today, references have been made to the term change. We've examined the role of education in our society as a method of transmitting the knowledge and experience of the past and of anticipating and preparing children and adults for changes which will be relevant to our future lives. We identified those changes in our society and the lives of women and men that

have created the climate for the reexamination of the assignment of roles on the basis of sex. We've reviewed the requirements of the Title IX regulation and the changes that may be necessary to ensure that we are providing nonsexist educational services that will improve the quality of education for all students.

"It would be difficult for anyone to live in a society such as ours and not be aware of the multiple changes that influence our personal lives and the lives of our institutions and communities. How often, however, do we realize that the primary goal of education is to assist the change process, and that those of us who are involved in education must consider that part of our role is to serve as change agents? It may be useful to recall that learning activities are often defined as those activities which produce change in our behavior. As persons involved in education, we are concerned with producing change and supporting institutions which are growth or change producing.

"Although educators are intimately involved in processes related to both individual and institutional change, we need to step back and consider the conditions under which change is likely to occur, the way that change occurs, and the actions that we can take to assist such change.

"Efforts to identify the conditions under which change is likely to occur suggest that three factors are important for change. If individuals or institutions are to change they must have the following:

- A continuing sense of direction

  Within the field of education most of us have come to realize that a hallmark of effective instruction or administration is the delineation of goals and objectives which provide us with a sense of direction or a statement of our intent. Knowing the change we want to achieve is the first step in any learning or in any change effort. Dealing with issues of sex discrimination or Title IX compliance is no different. We must have an indication of the direction of the changes which we wish to make.

  The Title IX regulation provides general goals or standards according to which we may establish a stimulus for our specific compliance or change objective. The regulation is unique in that its procedural requirements--for institutional self-evaluation, for the designation of an employee with compliance coordination responsibility, and for the maintenance of a grievance process--provide methods for continuing problem identification and objective and goal setting. Our continuing sense of direction comes from our ability to compare our current programs, policies, and practices with Title IX requirements and to engage in creative, result-oriented problem solving for the elimination of any discrepancies identified.

As individual educators, we can assist the maintenance of a continuing sense of direction by: working to identify instances of discrimination or noncompliance or to develop objectives to correct or remedy identified discrimination; cooperating or participating in Title IX grievance processing; interacting with other staff about problem areas; forming problem identification task forces; examining and analyzing the content of the messages we communicate through our policies, instruction, and written materials; developing special Title IX monitoring procedures, etc. Each of these activities is useful for establishing compliance objectives and maintaining the continuing sense of direction that will be necessary to guide any change efforts directed toward Title IX compliance and the provision of more equal educational opportunities and experiences for females and males.

- An opportunity for continued knowledge and skills development

As we identify change goals and objectives, it is important that we obtain and develop the knowledge and skills necessary for their achievement. One of our responsibilities as educators is to ensure the continuation of our own professional development and growth and to contribute to the building of an institutional climate where all personnel are provided opportunities for continued growth and skill development.

Some of the ways that we can meet the needs for continued knowledge and skills development to support attainment of our Title IX compliance objectives include: procurement and distribution of relevant materials to members of the staff; attendance at and provision of Title IX-related workshops and training programs; maintenance of and support for experimental compliance projects or workgroups; support for attendance at relevant conferences; continuing staff development needs assessments, etc.

- Networks of support and encouragement

Changing established behaviors is difficult. Such change requires a commitment to change and continuing reinforcement of efforts to change. One of the ways that we can support both individual and institutional change is to support those persons and those programs which evidence efforts to change and which demonstrate results. Frequently, we forget that behavioral change requires a considerable amount of time, and that reinforcement and support is an essential ingredient of that change.

Education agencies can provide such reinforcement and support through the provision of time and resources for relevant Title IX compliance projects, follow-up workshops, special compliance programs, etc. These must be accompanied

by ongoing recognition of persons who have been involved in change efforts and recognition of persons who have demonstrated improved job performance.

"These three ingredients provide insight as to the conditions which will assist change and the achievement of Title IX compliance and nonsexist education objectives. A second major consideration is that of the process according to which change occurs. Numerous efforts to document the process by which persons change--the ways we react to new information and learn to deal with that information--suggest that there are predictable stages of human reaction which are a normal part of the learning or change process."

"A listing of these stages of change is posted in the front of the room. They include the following:

1. Shock or surprise.

Our first reaction to new information or to circumstances necessitating change is shock or surprise. We tend to react strongly to any significant challenge to our perceptions and understandings. Comments frequently heard when people are at this initial stage of change include:

'What! Discrimination in our school?'

'What do you mean that I discriminate against females/males in my classroom?'

'Title IX? What are you talking about?'

2. Disbelief.

Shock or surprise soon gives way to active disbelief. We tend to resist information which would require us to reexamine or modify our perceptions of ourselves and the world around us. Comments frequently heard at this stage of change are:

'There's no discrimination in our school!'

'I treat every student exactly alike.'

'Title IX doesn't really apply to our school.'

3. Guilt.

When we receive new information we may feel inadequate or guilty about the content of the information or simply the fact that we did not know about the new information. Thoughts which may pass through our minds at this stage include:

'I should have realized that our school really does discriminate against students on the basis of sex!'

'I feel terrible that I have taught in sex-segregated groups for years.'

'Why didn't I know about this Title IX?'

4. Projection.

None of us can live with a great deal of guilt about our behavior or lack of awareness because it is too painful to our image of ourselves. Instead, we often develop defensive ways of getting rid of the guilt and feeling better about ourselves. We often project our guilt onto other persons or other circumstances, blaming others for the problems or the situations in which we find ourselves. It is particularly easy to move into a stage of projection and to blame others when we have acquired enough new information and skills to realize that there is a problem, but not enough to enable us to solve the problem. Comments which may be heard at this stage of change include:

'Those administrators have no awareness of sexism; they'll never move!'

'Parents in our community are so rigid. They'll never accept coed physical education classes.'

'We wouldn't have to deal with Title IX if it hadn't been for those crazy women!'

5. Rationalization.

The first four stages of change reflect the ways that we deal with our feelings about new information or change. When we have had the opportunity to deal with these feelings, we begin to "think" about the matter and attempt to consider the information in a more rational, less affective way. We may begin to assess the possibility of personal and institutional sex discrimination and proceed to an open effort to collect data and to evaluate the information obtained. It is at this stage of change that real problem solving can begin. Comments heard at this stage might include:

'Our school conducted an institutional self-evaluation and identified twelve instances of sex differentiation in student policy.'

'You know, I realized that I do tend to expect the boys in my class to be better in mathematics than the girls.'

'Title IX implementation will require considerable effort from all persons in the system, but it is worth it if we can improve the quality of the educational services that we provide.'

6. Integration and action.

The sixth stage of change is perhaps the most difficult and the most important. Integration involves taking actions necessary to identify the implications of the new information for our daily lives. During this stage of learning or change it is essential that we determine the specific implications of the new information--the action objectives for our personal or institutional growth. It is at this stage that we must also identify the knowledge and skills that we will need to accomplish these action objectives. Comments which might be heard during this stage of change include:

> 'One of the goals of the task force on physical education and athletics will be to evaluate the total physical education curriculum to ensure that an adequate variety of activities is provided to meet the needs of all students, males and females.
>
> 'One of my goals as an administrator is to analyze the decisions I make regarding the hiring and promotion of staff to make certain that my unconscious bias does not influence those decisions.'
>
> 'Our Title IX implementation plans are well underway. Four task forces are planning various remedial action projects to ensure that we're meeting Title IX requirements.'

7. Acceptance.

The final stage of change is achieved when the new information acquired becomes so integrated with our behavior that it seems as if it has always been a part of our perceptions and understanding. At this point our behavior has been thoroughly modified as a result of the new information or insight. Comments which may be heard at this point are:

> 'We've worked steadily to reduce sexism in our educational programs and have made progress.'
>
> 'The skills I've learned to combat bias in textbooks have improved all aspects of my teaching.'
>
> 'Title IX has been an important motivation for improving our education programs and our relationships with the community.'

"This formulation of change would suggest that those of us working for the implementation of Title IX should observe the following guidelines for change:

- Remember that change and learning takes a period of time. Do not expect that persons will accept new ideas immediately.

- Anticipate that the first reactions to change are likely to reflect emotions or feelings. Dealing with the affective impact of new information is often a necessity before we can begin creative and rational problem solving.

- We should anticipate both our own reactions and the reactions of others as we move through the stages of change; we should not make inflexible judgments as to our own ultimate reactions or those of others."

Strategies for Action Planning:

"We've had the opportunity to examine some of the factors important for change and the stages which we are likely to pass through in the process of change or learning. We now have to examine how we can develop specific plans for guiding our Title IX change efforts.

"Each of you should have received an 'Action Planning Worksheet' which can assist you in developing plans for change. Let's just review the way that we can use the planning process to increase our ability to establish objectives and achieve those objectives.

"The first step in the change process is identifying a sense of direction that has meaning to us or establishing the objectives for the changes we wish to make. What would you like to be able to do that would increase your capability for delivering nonsexist educational services or what would you like to see changed in your education agency?

--identify and develop nonsexist learning resources for use in the classroom?

--evaluate and improve the Title IX grievance procedure now being used?

--evaluate and modify the personnel management system of the district?

"Any of these or the many other ideas that you may have are worthwhile starting points for change. You may also wish to review those items that you identified as barriers during the first activity of the day. One of the ways to identify those change objectives which are important to you is to pretend that it is one year from now. What things would be different in your schools? What specific changes would you like to make? A change objective should answer the following questions:

What is to be changed

Who is going to change or be changed

How well they are going to be able to perform or change

Where the change will occur

When the change will occur

"For example, a change objective which answers all of these questions might be:

'To provide three days of in-service training for all teaching and instructional staff in your district on correcting bias in textbooks and teacher behavior by June, 1977.'

"Once you've stated your change objective, there are some important questions you can ask to determine the likelihood of achieving that change. These are:

--Is it possible to achieve the change objective?

--Is it probable that with effort, you could achieve the change objective?

--Is the change objective specific enough that you'll know when you achieved your change objective? (It's easier to know when you have obtained three nonsexist counseling resources than when you have generally counseled students in a nondiscriminatory manner.)

--Have you set a time deadline for achieving your objective?

--Have you decided that your change objective is the best alternative for your efforts?

--Is this something you really want to achieve?

If the answer to any of these questions is "no," you may need to modify your objective to make it more specific.

"The next step is identifying where we can look for support and assistance and where we can expect problems. The questions to be considered now include:

--What are the barriers that you will encounter in trying to achieve your change objectives?

--Where can you find support for achieving your change objectives?

--What resources will you have to assist you? (knowledge, skills? financial? interpersonal?)

"Once you've identified these factors you're ready to begin outlining the action steps which will need to be taken for achieving your objective and setting a time for completing each action step. This gives you your program plan for change."

4. Provide an opportunity for questions and answers after the lecturette. This should not be longer than approximately 10 minutes, so that participants will have sufficient time for individual action planning and workgroup discussion.

5. Using the same workgroups (administrators, instructional staff, counseling staff, and physical education and athletics staff), workgroup facilitators, and rooms or discussion areas as those used for the "Updating Professional Skills" activity, ask the participants to return to their workgroups to begin action planning for Title IX compliance. Instruct participants that they will work individually their "Action Planning Worksheets" for about 20 minutes, before their small group facilitator will ask them to move into small groups of 4 to 6 persons each. Suggested instructions at this point might be:

"We're now going to ask you to move back into the workgroups you were in earlier this afternoon during your review of the sample grievances. You are going to begin to develop your plans for personal and institutional change actions to ensure Title IX compliance.

"Please work on your 'Action Planning Worksheets' individually for about 20 minutes. As you work to develop your change objectives and action plans, you may want to review the first assessment sheet you used this morning--'Identifying and Alleviating Sexism in Education' for ideas. You may also want to think about the sample grievances and the corrective actions and remedial measures which were discussed for each. These may also be helpful in formulating your own change objectives and action plans.

"After you've had approximately 20 minutes to begin your planning, your group facilitator will ask you to move into small groups of 4 to 6 people to discuss, compare, and refine your objectives and action plans.

"During the final 10 to 20 minutes, you will have a chance to discuss your activities in the total workgroup.

"Please return now to your workgroup rooms or areas."

6. Workgroup facilitators should observe the general time schedule outlined in the instructions suggested above:

- individual action planning: 20 minutes
- small group work: 20 minutes
- discussion in total workgroup: 10-20 minutes

This schedule may, of course, be varied to meet the needs of the particular workgroup. During the individual and small group activities, the facilitator should move throughout the room to provide clarifying information or assistance as appropriate.

During the discussion in the total group, the facilitator may wish to record objectives and/or action steps on a sheet of newsprint. If this is done, these newsprint sheets may be posted for participant review when the total group reconvenes.

ACTION PLANNING WORKSHEET

I. Establishing Change Objectives:

What three actions related to Title IX compliance and the elimination of sexism in your own professional functioning, or in the policies, programs, or practices of your education agency or institution would you most like to see accomplished during the next year?

1.

2.

3.

Select one of the actions and write the change objective which is most important to you. Does it answer the questions what (will change), who (will change), how well (they will change), where (the change will occur), and when (the change will occur)?

II. Identifying Barriers and Supports for Change

A. What are the important barriers that you will encounter in working toward the change objective that you've selected?

B. What supports will you have in working toward your change objective?

III. Re-evaluating Your Change Objective

Now that you've identifed barriers and supports for your change objective, think about the following questions:

Is attainment of the change objective possible?

Is attainment of the change objective probable?

Is the objective stated in behavioral and concrete ways? Is it observable and/or measurable?

Have you set a time deadline for achieving the objective?

Do you believe your change objective is the best of the possible alternatives for achieving your change goals?

Is this something you <u>really</u> want to achieve?

IV. Planning for Accomplishing the Objective

A. Resources for change

What resources (knowledge, skills, financial, interpersonal, etc.) will you need to achieve your change objective?

<u>knowledge/skills</u>:

financial resources:

interpersonal resources:

B. Action Steps

List below the necessary first steps that you will have to take to meet your change objectives, and the timelines you will set for their completion.

Action Step	Time Completed

VIII. SUMMARY AND REVIEW

Time required: 15 minutes

A. Purposes of the activity:

- To review the activities of the action planning groups.
- To review and evaluate the day's activities.
- To assist participants in the identification of persons and resources who can assist in implementation of action plans.

B. Materials:

For distribution to participants:

"Workshop Evaluation Sheets" (pages 69-71 or A87-A89)

For the workshop leader use:

Newsprint and felt pen, chalkboard and chalk, or overhead projector and acetate transparencies.

C. Procedures: Reporting session in total group; evaluation interviews

1. Lead a general discussion/reporting session of participants' action planning. This might be initiated by the following comments. (5 minutes)

"During the action group planning you were asked to develop specific action plans for accomplishing the objectives that you identified. First, let's get an idea of the types of objectives that you were able to identify. Would some of you be willing to give us an example of your individual or group objectives?"

2. As participants share their objectives, write them on newsprint so that all members of the group have an idea of the range of objectives identified. Do not attempt to identify every participant's objective, rather, try to identify the variety of objectives that are likely to be generated. The activity may be closed by urging participants with common objectives or with knowledge of resources to seek each other out for mutual discussion and sharing.

3. When the sharing of action objectives has been completed, move into a summary and evaluation of the day's activities. The workshop leader may initiate this by comments such as:

"During the day we've had an opportunity to review the context for Title IX, the requirements of the Title IX implementing regulation, the use of the internal grievance procedure for monitoring and implementing Title IX, and the actions that each of us can undertake to assist compliance and the attainment of equal opportunity.

"We would now like you to review the activities of the day and begin to evaluate the meaning of these activities. We will be distributing an evaluation sheet that we would like you to complete with another person."

5. The evaluation sheets should be distributed with the following directions.

"We would like you to turn to the person next to you and interview them to obtain their evaluation of the workshop and the support and assistance that they believe will be needed for planning future Title IX compliance programs. Take the form you received and use the questions that are provided as a guide for interviewing your neighbor. As you receive your neighbor's answers, fill in the sheet. When you've finished you will have an opportunity to add your comments at the bottom of the sheet. You'll have about 10 minutes to complete this activity. Each of you should take turns interviewing the other."

6. When the evaluation exercise has been completed, the sheets should be collected. Any appropriate closing remarks should be made.

WORKSHOP EVALUATION SHEET

Interview questions:

1. At this point, how would you rate your knowledge of Title IX?

   Thorough understanding _____

   Some knowledge _____

   Little knowledge _____

   No knowledge _____

2. What concerns or questions about Title IX implementation have been answered for you today?

3. What concerns remain?

4. Which of the day's activities were most helpful to you?

5. What information, experiences, or activities would you like to have provided in the future?

6. Are there other comments you wish to make?

Interviewer Comments:

1. Is there any information about the workshop that you would like to add other than the information collected by the person who interviewed you?

2. Is there any information about follow-up activities that you would like to add?

3. Any other comments?

FOOTNOTES

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RESOURCE APPENDICES

APPENDIX A--COPIES OF WORKSHEETS AND MATERIALS

- WORKSHOP AGENDA.....A1
- WORKSHOP OBJECTIVES.....A3
- IDENTIFYING AND ALLEVIATING SEXISM IN EDUCATION: AN INTRODUCTORY ASSESSMENT.....A5
- IDENTIFYING DISCRIMINATION--CASE EXAMPLES.....A7
- IDENTIFYING DISCRIMINATION--ANALYSIS OF CASE EXAMPLES.....A11
- SAMPLE GRIEVANCES.....A15
- SAMPLE GRIEVANCES--ANALYSES.....A69
- ACTION PLANNING WORKSHEET.....A87
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APPENDIX B--SUMMARY OF THE TITLE IX REGULATION.....B1

APPENDIX C--TITLE IX QUESTIONS AND ANSWERS.....C1

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RESOURCE APPENDICES

Overview

The Resource Appendices contain a variety of materials which may be used by workshop leaders in the implementation of a Title IX workshop.

Appendix A is the collection of those materials which introduce the sample workshop and its purposes and of all of the worksheets and exercises which are utilized by participants during the sample workshop. Although a number of the shorter materials also appear within the workshop modules themselves, they are repeated here together with the longer materials so that workshop leaders may, by simply reproducing Appendix A, obtain copies of all worksheets intended for use by participants.

Appendix B consists of a summary of the regulation implementing Title IX of the Education Amendments of 1972. It is intended for reference use by both participants and workshop leaders during and after the sample workshop. It should be reproduced with Appendix A for distribution to participants.

Appendix C is included primarily for use by workshop leaders. It contains a number of questions which are frequently asked by local education agency personnel with regard to Title IX and suggests clarifying comments appropriate to each. Workshop leaders may review these questions as one means of preparing for group discussions during the workshop.

Appendix D provides an annotated listing of print and audiovisual resources which may be used by either participants or workshop leaders to extend the information and activities included in the sample workshop.

APPENDIX A--

COPIES OF WORKSHEETS AND MATERIALS

WORKSHOP AGENDA

8:30 a.m.		Coffee, registration, materials display (optional)
9:00 a.m.	I	Opening Comments -Welcome and introductions -Purposes of the workshop -Overview of the day's activities
9:10 a.m.	II	Identifying and Alleviating Sexism in Education--A General Assessment -Individual assessment -Discussion with partner -Group discussion
9:40 a.m.	III	Schools and Federal Antidiscrimination Laws -Review of Federal Antidiscrimination laws -Case examples--small group work -Group discussion
10:20 a.m.		Break
10:35 a.m.	IV	Title IX: The Context and the Implementing Regulation -Context of Title IX -Review of Title IX regulation -Questions and answers
11:25 a.m.	V	The Title IX Grievance Process--The Continuing Responsibility -Developing effective Title IX grievance procedures -Questions and answers
12:00 noon		Lunch
1:00 p.m.	VI	The Title IX Grievance Process--Updating Professional Skills -Developing grievance handling skills in work groups for: -Administrators and supervisory staff -Teachers and instructional staff -Counseling staff -Physical education and athletics staff
2:10 p.m.	VII	Planning for Change -Nature of change -Strategies for action planning
2:30 p.m.		Break
2:45 p.m.		Small group work in grievance handling work groups
3:34 p.m.	VIII	Summary and Review
4:00 p.m.		Adjournment

WORKSHOP OBJECTIVES

Workshop objectives: The general objectives for the workshop may be grouped into three categories--knowledge, attitudinal, and skills objectives. These objectives are delineated below.

Knowledge objectives:

1. To provide participants with an overview of Federal anti-discrimination laws relevant to education agencies and of the evolution of Title IX.

2. To provide participants with a conceptual and data base regarding the manifestations and results of sex bias and sex discrimination in schools and the rationale for their alleviation.

3. To provide participants with a review of the Title IX regulation and its implications for educational policies, practices, and programs.

4. To provide participants with a working knowledge of the Title IX grievance process and its implications for their job functions.

5. To provide participants with a knowledge of characteristics of the basic processes of change and strategies for planning and implementing Title IX change efforts.

Attitudinal objectives:

1. To assist participants in examination of their attitudes related to sex bias and sex discrimination in education and to Title IX implementation.

2. To develop positive attitudes of participants toward increasing personal skills for the delivery of nonsexist education programs.

3. To develop positive attitudes of participants toward personal action planning and implementation for Title IX compliance.

Skills objectives:

1. To increase participants' skills in recognizing sex discrimination and noncompliance with Title IX in education policies, practices, and programs.

2. To increase participants' skills in developing corrective and remedial actions to ensure Title IX compliance.

3. To increase participants' skills in identifying the implications of Title IX requirements for their own job functioning.

4. To increase participants' skills in developing action programs for implementation in their own job functioning.

IDENTIFYING AND ALLEVIATING SEXISM IN EDUCATION:
AN INTRODUCTORY ASSESSMENT

Think about the policies, practices, and programs of the education agency or institution in which you work and the behavior of staff members.

1. List as many examples as you can identify, of differential opportunity or treatment of female and male students and employees.

2. What efforts have been taken to eliminate sex differentiation in opportunity or treatment?

3. What, in your opinion, are the primary barriers to eliminating differential opportunities and treatment of female and male students? Of female and male employees?

4. What, in your opinion, are the supports and resources for eliminating sexism in your school/institution?

IDENTIFYING DISCRIMINATION--CASE EXAMPLES

Please read through each of the examples provided below to determine the possible areas of discrimination or probable violations of Federal laws and regulations. Make a note of the Federal law(s) or order you believe is relevant to each example in the space provided.

Background Information

School District No. 41 is responsible for the elementary-secondary education of 7,200 students who attend eighteen elementary schools, six junior high schools, two high schools and two vocational schools. The student population includes 1,600 Black students, 418 Spanish-speaking students, 23 Asian students, and 16 Native American students. The District employs 280 classroom teachers, counselors, and paraprofessional personnel. Eighty-two percent of the elementary school staff and 48 percent of the secondary school staff is female. There are four minority teachers and 12 minority paraprofessional staff members in the District.

The central administrative staff is headed by a team of six males, none of whom is a member of a racial or ethnic minority group. None of the principals in the District is minority or female, but two minority males have recently been promoted to assistant principal positions and one female has been included in an administrative internship program provided by the District. The District currently holds a Federal contract of $80,000 for the development of model vocational programs.

Example 1

Ms. Chin, a counselor in one of District 41's secondary schools, has been employed by the District for the past eight years. As a classroom teacher she compiled an outstanding performance record. She completed a master's degree in the field of counseling and has consistently received outstanding ratings for her job performance as a counselor. Recently she has completed a second master's degree, this one in the field of school administration, and obtained the State credential for an administrative position.

This year Ms. Chin applied for the position of assistant principal at East High School. A male guidance counselor and a male physical education teacher also applied for the position. Neither of the men had been employed by the District for more than three years and neither had completed the requirements for the administrative credential. The physical education teacher, a white male, was selected for the job. When Ms. Chin asked for an explanation of the reason for the decision, the personnel office refused to provide a written or oral explanation.

Relevant law(s):

Example 2

Mr. Jones, a Black male, received his B.A. degree in special education from the State University last June. He completed his student teaching in District 41 and received an outstanding evaluation and recommendation. As a result of his interest in the community, he applied for the special education

position in Elmwood Elementary School. A white male who had just completed a B.A. degree was hired for the position even though he had no prior teaching experience or credential in special education.

Relevant law(s):

Example 3

Two vocational high schools are operated by the District. Boys are currently admitted to Jefferson Vocational High and girls to Washington Vocational High. Jefferson provides courses in printing, computer science and electronics which are not provided to students at Washington Vocational High School. A number of female students indicated their desire to study in those fields not provided at Washington Vocational High School. Under pressures, the District permitted a few girls to enroll in courses at Jefferson, but only when there was not a full enrollment of boys.

Relevant law(s):

Example 4

East High School provides a variety of academic and extracurricular activities for its 1,200 students. In the wake of a 1972 desegregation order, more than 500 Black students from West High School, which had been attended primarily by Black students, were reassigned to East High School. All Black students are automatically assigned to one semester of remedial English and must demonstrate proficiency in English before they may enroll in other English courses. There is no equivalent requirement for non-Black students.

Relevant law(s):

Example 5

Barbara, a tenth grade student, is pregnant. According to School District policy, she must be excluded from regular classes and extracurricular activities as soon as her condition is obvious to others. Although special classes for pregnant students are provided, Barbara does not wish to attend these classes.

Relevant law(s):

Example 6

Vocational education courses offered in District 41's non-vocational high schools provide training and work experience in accounting, typing, shorthand, typesetting, mechanical drawing, and clerical sales which enable students to move into business and industrial positions upon graduation from high school. A work-study program is included, and many students work part of the school day in positions similar to those which they plan to enter following high school. Although both girls and boys are participating in all of the classes, the District maintains separate referral lists for boys and girls because some of the participating employers have stated that they will not accept either boys or girls for particular types of jobs. The same separate

lists are maintained for postgraduation referral purposes, and the District refers boys and girls according to the employer's preference.

Relevant law(s):

Example 7

Ms. Martin, an experienced social studies teacher with an outstanding record of performance, has recently moved to the area included in District 41. She is interested in obtaining a position teaching social studies at the junior high school or senior high school level. She obtained an interview with a member of the District personnel office and explained her interest in securing a position in the area of social studies. The interviewer reviewed her record and recommendations and commented on them favorably. The interviewer indicated, however, that he was sorry that it would not be possible to offer her a position in the area of social studies since the social studies position open required a teacher who could also serve as coach for boys' basketball.

Relevant law(s):

Example 8

Ms. Ramirez has taught for seven years at one of the elementary schools within School District 41. She is expecting a child in six months. The District policy requires that pregnant women must stop teaching at least five months prior to the expected birth date. It also denies pregnant teachers any pay during this period, including accumulated sick leave pay. Ms. Ramirez is currently supporting her husband's completion of medical school. All her efforts to convince the school administration that she is medically able to complete the school year have failed. Her physician has advised the District that she is medically able to continue, but without results.

Relevant law(s):

Example 9

Juanita is a junior at West High School. She is an excellent swimmer and would like to swim competitively. She spoke to the coach of the varsity swim team about her interest and mentioned that her most recent time in the 300-meter medley was better than the times of three team members in the meet the week before. The coach said that although her time sounded good, District policy would not permit her to try out for the team because it limits membership to boys only. West High School offers volleyball and softball teams for girls and football, basketball, hockey, swimming, tennis, and baseball for boys.

Relevant law(s):

Example 10

Seventh-grade students in School District 41 have completed several vocational interest inventories to determine the general direction of their vocational interests. Each student is provided a report of results indicating how his/her scores compare with those of other students of the same sex who completed the test. The report provided to female students is based upon a

listing of such occupations as secretary, clerk, teacher, nurse, dental technician and other sex-stereotyped occupations. Similarly, the report provided to male students rates their interests in such vocations as auto mechanics, laws, medicine, engineering, and other sex-stereotyped occupations.

Relevant law(s):

IDENTIFYING DISCRIMINATION--ANALYSIS OF CASE EXAMPLES

Example 1

Title VII of the Civil Rights Act, Title IX of the 1972 Education Amendments, and Executive Order 11246:

Although additional data would be needed to ascertain that Ms. Chin's nonpromotion to an administrative position was discriminatory, the evidence provided would suggest a general pattern of nonpromotion of women and a specific lack of consideration of Ms. Chin's credentials. Discrimination through nonpromotion of qualified women to administrative positions is prohibited by Title VII of the Civil Rights Act and Title IX of the 1972 Education Amendments. Because the District receives more than $10,000 in Federal contracts, such discrimination would also be prohibited under Executive Order 11246.

Example 2

Titles VI and VII of the Civil Rights Act and Executive Order 11246:

Title VII agrees that selection and hiring of employees must be carried out without discrimination on the basis of race, color, religion, national origin, or sex. In this instance, the fact that a Black male with relevant qualifications for the position was rejected in favor of a white male without the special education credential would suggest the possibility of discriminatory practices. Title VI would also apply to the extent that employment discrimination affects the beneficiaries of the program.

Example 3

Title IX of the 1972 Education Amendments:

The Title IX regulation prohibits the provision of differential programs on the basis of sex. According to the Regulation, vocational schools operated by local education agencies may not be segregated on the basis of sex.

Example 4

Title VI of the Civil Rights Act:

The assignment of students to courses or the imposition of testing or evaluation requirements upon students on the basis of their race is discriminatory and in violation of Title VI. Black students may not be required to enroll in courses or to meet performance requirements if such enrollment or performance is not required of other students.

Example 5

Title IX of the 1972 Education Amendments:

No student may be compelled to attend a special program on the basis of pregnancy or related conditions. Furthermore, a pregnant student must be permitted to continue in her regular classes and activities unless there are

medical contraindications of such participation. Certification of medical capability for continued participation in regular classes and activities may be required of pregnant students only when it is also required of students for other forms of temporary disability.

Example 6

Title IX of the 1972 Education Amendments and Title VII of the Civil Rights Act:

Although schools may provide referral services for employers, they are prohibited from maintaining sex-segregated referral lists. Maintenance of such lists for work-study purposes would be in violation of Title IX; maintenance of such lists for postgraduation referral would be in violation of Title IX and of Title VII of the Civil Rights Act.

Example 7

Title IX of the 1972 Education Amendments, Title VII of the Civil Rights Act, and Executive Order 11246:

The linking of job qualifications that would result in a disparate impact on the employment opportunities of members of one sex is prohibited by Title IX and by Title VII. Capability to provide social studies instruction must be the relevant qualification to be examined when hiring for a social studies position. Qualifications, requirements, or criteria used for employee selection may not place a disparate burden on one sex unless such qualifications or criteria have been demonstrated to be valid predictors of success in the particular job under consideration and alternative criteria are not available.

Example 8

Title IX of the 1972 Education Amendments, Title VII of the Civil Rights Act, and Executive Order 11246:

The Title IX regulation states that pregnant employees may not be forced to leave their positions at an arbitrary date established by administrative policy. The determination of the time at which a pregnant woman may be unable to continue professional duties must be made on the basis of medical consultation between a woman and her physician. Sick leave pay may not be denied for medical conditions related to pregnancy if it is provided for other forms of temporary disability. Similarly, Title IX and related case law require that pregnancy and medically-related conditions be treated as other forms of temporary disability.

Example 9

Title IX of the 1972 Education Amendments:

According to the Title IX regulation, when overall competitive sports opportunities have been denied or limited for members of one sex, members of that sex must be permitted to try out for teams provided only on a segregated basis for members of the other sex when such teams do not involve contact

sports. Thus, a female must be permitted to try out and be admitted to the male swim team if she can meet the objective standards established for participation and team membership.

Example 10

Title IX of the 1972 Education Amendments:

Sex discrimination in the use of counseling instruments and the provision of counseling services is prohibited by the Title IX regulation. Provision of test results based on sex-differentiated norms is permitted only if boys and girls are provided with reports of their scores according to both sets of norms. Schools may not use tests or other materials for evaluating or counseling students which cover different occupational or interest areas unless their use is shown to be essential to the elimination of sex bias. Care must also be taken to ensure that students understand the meaning of such tests and are provided opportunities for clarification. Institutions using sex-differentiated instruments must be able to demonstrate that alternative instruments which do not so differentiate are unavailable and that the instruments are used in a nondiscriminatory fashion.

SAMPLE GRIEVANCES

The following sample grievances are provided for use during the workshop session entitled "The Title IX Grievance Process--Updating Our Professional Skills." A total of 22 grievances are included. The grievances are grouped into four categories on the assumption that they will be used in small job-related workgroups by administrative staff (6 grievances); teaching and instructional staff (5 grievances); counseling staff (5 grievances); and physical education and athletics staff (6 grievances). The grievances selected for each of these groups are directed toward their specific job responsibilities. Workshop leaders may choose, however, to sort and distribute the sample grievances according to other criteria, or to provide all of them to each participant if a longer workshop is to be implemented.

Both sides of the sample grievance forms should be duplicated in sufficient quantity to provide each participant a copy of each grievance selected for use in that participant's workgroup. Space is provided on the back of each sheet for participants to indicate their understanding of:

- whether or not the grievance is a violation of the Title IX regulation;
- the reasons for their determination of whether or not it is a violation of the Title IX regulation;
- suggested corrective actions;
- suggested remedial measures.

Sample grievance decisions have also been prepared to assist the workshop leaders. A determination of whether or not each grievance is a violation of Title IX is supplemented with a reference to the appropriate portion of the Title IX regulation. The sample grievance decisions are intended only as general examples of grievance decisionmaking. These are illustrative only; they do not constitute official interpretations of the Title IX regulation, as this is the responsibility of the Office for Civil Rights.

Corrective actions and remedial steps that are given should not be considered inclusive; they are simply provided as suggestions for actions that could be taken by an education agency. They should serve as a stimulus for identification of other actions or measures which would be appropriate to a particular situation.

SAMPLE GRIEVANCES

SUGGESTED

FOR USE WITH

ADMINISTRATORS

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Julio Vargas Date of Filing 9/7/76

School or Position Parent of Inez Vargas, student at 5th St. Elementary School
Member, Bethel Board of Education

Address 456 Lorcum Lane

Telephone Number 973-0188

Nature of Grievance It's my understanding that school districts are required by law to comply with Title IX (Education Amendments of 1972). Initial requirements include enacting a policy of non-discrimination and notifying staff, students, and parents, designation of a compliance officer, setting up a grievance procedure and conducting an institutional self-evaluation. I have asked the superintendent repeatedly for evidence that we have met at least the first year requirements and for a record of corrective and remedial steps that have been taken by the school district. His response is that "we don't have to worry about that until someone comes in to check and that's most unlikely." I'm filing this grievance on behalf of my child who must be provided notification of the school district's policy of non-discrimination.

Names and addresses of others involved in the grievance and the nature of their involvement.

Julio Vargas
Signature of Grievant

Gordon Dickinson, Title IX Coordinator
Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) Violation: ☐ Yes. ☐ No. (Please give the reasons for your decision.)

(2) Corrective action recommended:

(3) Remedial measures recommended:

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Ruth Eisenstein Date of Filing 9/13/76

School or Position Teacher and job applicant, Taylor Elementary School

Address _____

Telephone Number _____

Nature of Grievance I was recently invited to interview for the position of assistant principal. The assistant superintendent asked me a great many questions. I'm not sure if some of them were any of his business or relevant to my qualifications for the job. He asked such things as: Was I married? What did my husband do for a living? When did we plan to start a family? Would I mind if I had to stay after school some evenings? I felt that he was really prying into my personal life. I do not believe that these questions are job-related. One week later I was notified that I was not selected for the position.

Names and addresses of others involved in the grievance and the nature of their involvement.

Mr. Joe Sarbuto, Assistant Superintendent

Ruth Eisenstein
Signature of Grievant

John B. Matthews, Principal
Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) **Violation:** ☐ Yes. ☐ No. (Please give the reasons for your decision.)

(2) Corrective action recommended:

(3) Remedial measures recommended:

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Leslie Allan Date of Filing 9/14/76

School or Position Freshman, Crown Royal High School

Address

Telephone Number 541-0860

Nature of Grievance When the principal found out last week that I was pregnant, he told me that I couldn't attend school any longer. I was to stay home, and he would send Mr. Rockbold and Mrs. Tanner out to tutor me. The problem is that I don't really want to stay home. I'd rather be in school, especially for chorus and to be with my friends. Why can't I stay in school?

Names and addresses of others involved in the grievance and the nature of their involvement.

Leslie Allan
Signature of Grievant

James F. Richard, Superintendent
Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) Violation: /__/ Yes. /__/ No. (Please give the reasons for your decision.)

(2) Corrective action recommended:

(3) Remedial measures recommended:

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Kevin Kerrans Date of Filing 9/1/76

School or Position Senior at Hoover High School

Address

Telephone Number 726-7940

Nature of Grievance Homecoming queen and court have traditionally been selected by students voting from a list of all senior girls. This year enough of my classmates wrote in my name so that I was one of the top five finalists. However, the principal told me that I was ineligible since the voting procedure did not include write-in votes and having a male on the court would "mess up" the celebration. As I understand what Title IX is all about males should be able to participate in all school activities. I want to be part of the queen's court Friday night and am filing this grievance so that I may be given my right.

Names and addresses of others involved in the grievance and the nature of their involvement.

Howard Brown, Principal

Kevin Kerrans
Signature of Grievant

Howard Brown, Principal
Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) Violation: ☐ Yes. ☐ No. (Please give the reasons for your decision.)

(2) Corrective action recommended:

(3) Remedial measures recommended:

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Flo Perkins Date of Filing 9/25/76

School or Position Matron, Dade Jr. High

Address

Telephone Number 229-2671

Nature of Grievance I am the night matron at Dade Jr. High. My job includes general cleaning. I would like to apply for the janitoral position because janitors make $1.75 per hour more than matrons for just about the same work. I was told that I could not apply for the job because it was too hazardous for a woman. When I asked, they told me that the putting up of ladders and replacing of light bulbs would be dangerous for women. I've seen the janitor in my building replace 3 lightbulbs in the last 6 months. I can do that if they would let me, but they won't even let me try.

Names and addresses of others involved in the grievance and the nature of their involvement.

Mr. Harry Caldwell, Business Manager, Jamestown City Schools

Flo Perkins
Signature of Grievant

Jeanne Grant, Title IX Coordinator
Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) Violation: ☐ Yes. ☐ No. (If no, please explain)

(2) Corrective action recommended:

(3) Remedial measures recommended:

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Shirley Dixon Date of Filing 10/18/76

School or Position Teacher - Jordan High School

Address

Telephone Number 871-1684

Nature of Grievance I am currently enrolled in a doctoral program in education administration. In light of this interest, I requested leave and financial support to attend the state conference of educational administrators. At first Mr. Hanson, the superintendent, led me to believe that both the leave and the financial support might be approved. At the last minute, however, the request was denied. The only representatives of the district who were in attendance at the conference were males who are principals in the system.

Names and addresses of others involved in the grievance and the nature of their involvement.

Shirley Dixon
Signature of Grievant

Jack Pender, Title IX Coordinator
Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) Violation: ☐ Yes. ☐ No. (If no, please explain)

(2) Corrective action recommended:

(3) Remedial measures recommended:

SAMPLE GRIEVANCES

SUGGESTED

FOR USE WITH

TEACHERS AND OTHER

INSTRUCTIONAL STAFF

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant George W. Jones Date of Filing 11/16/76

School or Position Teacher - Parker Elementar

Address

Telephone Number 831-7224

Nature of Grievance According to our recently negotiated master agreement with the board of education, there's a provision for up to one year of childrearing leave for employees having or adopting a child. My wife is an employee of a neighboring school district which only provides for childrearing leave. It doesn't provide for extended childrearing leave. As a result, it seems more realistic for me to take some time off to care for our new child. My request for six months' childrearing leave was denied by the personnel director, who indicated that such leave was available only to women. When I complained, he told me to go to the teachers' organization because they negotiated the item. Thus, I'm submitting this grievance through both the Title IX grievance procedure and the negotiated grievance process.

Names and addresses of others involved in the grievance and the nature of their involvement.

Gerry Smith, Personnel Director

George W. Jones
Signature of Grievant

Keith Richards,
Title IX Compliance Officer
Person Receiving Grievance

Betty Jane Anderson, president MCEA

RESOLUTION OF GRIEVANCE

(1) Violation: ☐ Yes. ☐ No. (If no, please explain)

(2) Corrective action recommended:

(3) Remedial measures recommended:

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Eldredge King & Maryanne Comstock Date of Filing 10/5/76

School or Position Junior students at Fort Hudson High School; in Richard Koenig's 7th period chemistry class

Address

Telephone Number 672-0125

Nature of Grievance Mr. Koenig doesn't like to have females in his chemistry class. He calls males in the class "men" but always refers to females as "pretty things". Whenever he mentions careers in chemistry or chemists at work, he always talks about males and never mentions females. Any time we're in lab, he always assigns males to head up the investigative teams, and says that female class members can assist. Females are not allowed to use the lab equipment and can only assist the males. We think young women, and ultimately young men, get short-changed in his class.

Names and addresses of others involved in the grievance and the nature of their involvement.

Several students in the 7th period class discussed this and selected the two of us to file the grievance.

Eldredge King
Signature of Grievant

Gertrude Deans, Title IX Coordinator
Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) Violation: ☐ Yes. ☐ No. (If no, please explain)

(2) Corrective action recommended:

(3) Remedial measures recommended:

Administration

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Thelma Frys Date of Filing 11/1/76

School or Position Teacher, Central City Elementary School

Address

Telephone Number 226-3810

Nature of Grievance Recently I've been admitted to Waynewood University's education administration department to work on an advanced degree. My course this term starts at 4:00 which means I need to leave school at 3:30. Although dismissal is at 3:20, teachers have to stay until 3:45 according to terms of the master agreement. Last year the principal let Mr. Smith and Mr. Cusick leave early for graduate courses in educational administration at the local university. When I asked last week, the principal put his arm around me and said that women really wouldn't want all the headaches of an administrator. If I wanted another degree, it should be in elementary education or curriculum. I pressed him to permit me to attend the graduate course, but he flatly said no. I could not leave the school early.

Names and addresses of others involved in the grievance and the nature of their involvement.

Donald Stanton, Principal

Thelma Frys

Signature of Grievant

Carol Powers, Title IX Coordinator

Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) Violation: ☐ Yes. ☐ No. (Please give the reasons for your decision.)

(2) Corrective action recommended:

(3) Remedial measures recommended:

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Friends of Education Sex Stereotyping Committee Date of Filing 11/10/76

School or Position Iliff Area School District

Address 625 Columbine Street, Iliff

Telephone Number 771-3660

Nature of Grievance The Sex Stereotyping Committee of the Friends of Education have completed a study of the basal reading materials used in our schools and have found the materials to be sex biased and discriminatory. The committee wishes to file a sex discrimination complaint and urges discontinuance of these materials.

Names and addresses of others involved in the grievance and the nature of their involvement.

Peg Price Chairperson
Signature of Grievant

James Patton, Principal
Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) Violation: ☐ Yes. ☐ No. (If no, please explain)

(2) Corrective action recommended:

(3) Remedial measures recommended:

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Katrina Breedlove Date of Filing 10/22/76

School or Position Jefferson High School, junior

Address

Telephone Number 264-4956

Nature of Grievance I want to attend the auto mechanics course at the local vocational school. The teacher has said that this is permissible because all courses are open to boys and girls. The problem is that I am required to produce a signed statement which states that upon successful completion of the course I will have a job waiting for me. When I asked why I needed this I was told that girls have a harder time getting jobs and that there are a lot of boys waiting to get into the program. I don't think that boys have to have the same kind of statement. If I have to do that, shouldn't the boys have to do it also?

Names and addresses of others involved in the grievance and the nature of their involvement.

Dr. Tim Jamieson, Director, Valley View Vocational School

Katrina Breedlove
Signature of Grievant

Bernice Morgan, Title IX Coordinator
Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) Violation: ☐ Yes. ☐ No. (If no, please explain)

(2) Corrective action recommended:

(3) Remedial measures recommended:

SAMPLE GRIEVANCES

SUGGESTED

FOR USE WITH

COUNSELING STAFF

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Ted Payne Date of Filing 10/6/76

School or Position Andrew Johnson High School

Address

Telephone Number 789-0141

Nature of Grievance I have a complaint about Mr. Simons, the freshman counselor. I wanted to take Clothing Construction I because I thought that I might want to be a tailor, and besides I'm not very athletic and like to be indoors. Mr. Simons told me I'd rather be in Singles Living (they used to call it Bachelor Living) with the other guys, and if I insisted on taking clothing that the girls wouldn't like me and the guys would all make fun of me. He won't talk to the instructor for me (students need permission to take the class) and I don't know what to do.

Names and addresses of others involved in the grievance and the nature of their involvement.

Mr. Ray Simons, freshman counselor

Ted Payne
Signature of Grievant

Susan Walker, Title IX Coordinator
Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) Violation: ☐ Yes. ☐ No. (Please give the reasons for your decision.)

(2) Corrective action recommended:

(3) Remedial measures recommended:

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Nancy Holgate-Wilson Date of Filing 10/14/76

School or Position Counselor, Miller High School

Address

Telephone Number 265-3790

Nature of Grievance As a counselor in the district, I'm aware of and sensitive to my responsibilities under Title IX. Several months ago Bob Hawker, metals shop teacher, told me that if I scheduled any female into his class, she would be back in my office within two weeks. Vennie Lawrence expressed an interest in metals this fall and I scheduled her in a metals class. In ten days she was back, complaining that she was harrassed by the teacher and other students. I have responsibilities under Title IX; don't teachers, too?

Names and addresses of others involved in the grievance and the nature of their involvement.

Vennie Lawrence, 10th grade student

Nancy Holgate-Wilson
Signature of Grievant

Jennie Maxwell, Principal
Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) **Violation:** ☐ Yes. ☐ No. (Please give the reasons for your decision.)

(2) Corrective action recommended:

(3) Remedial measures recommended:

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Helen Rainwater Date of Filing 10/7/76

School or Position sophomore, Mason City H. S.

Address

Telephone Number 833-5426

Nature of Grievance In the fall our entire class was given the XYZ Vocational Interest Assessment by our counselor. Joe and I compared and found that we had different test booklets based on our sex. Later Joe had an interpretation session with the counselor and was given a page that had a list of 40 occupations from which he selected dentist as an occupational interest. I was excited because that's what I want to do when I grow up. When I went to see the counselor I was given a sheet with 28 occupations on it, one of which was dental hygienist, but not dentist. Why can't I be a dentist if I want to, it's not fair.

Names and addresses of others involved in the grievance and the nature of their involvement.

Jack Watson, counselor, Mason City H. S.

Signature of Grievant

Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) Violation: ☐ Yes. ☐ No. (Please give the reasons for your decision.)

(2) Corrective action recommended:

(3) Remedial measures recommended:

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Lisa Trienko Date of Filing 11/2/76

School or Position Student, Cleveland High School

Address

Telephone Number 423-0670

Nature of Grievance The Dickman Family has developed a scholarship program for outstanding students of Cleveland High School. Five scholarships were awarded this year and all five went to male students. I know that I ranked sixth in the required examination, but can all of the scholarships be given to boys?

Names and addresses of others involved in the grievance and the nature of their involvement.

Mr. Klopman, counselor

Lisa Trienko
Signature of Grievant

Tom Adams, Title IX Coordinator
Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) Violation: ☐ Yes. ☐ No. (If no, please explain)

(2) Corrective action recommended:

(3) Remedial measures recommended:

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Connie Jacobs Date of Filing 10/18/76

School or Position Junior at Jamestown High School

Address

Telephone Number 449-7057

Nature of Grievance Last year I was absent from school for the last two weeks to have a baby. When I returned this fall, Mrs. Johnson told me I couldn't be on the cheerleading squad even though I was on last year because of a rule that girls who have been pregnant can't be in afterschool activities. There's a boy on the football team who brags all the time to everyone about his baby, and no one kicks him off the team even though the coach knows about it. It isn't fair.

Names and addresses of others involved in the grievance and the nature of their involvement.

Mrs. Gloria Johnson, cheerleading squad advisor

Connie Jacobs
Signature of Grievant

William Jefferson, Principal
Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) Violation: ☐ Yes. ☐ No. (If no, please explain)

(2) Corrective action recommended:

(3) Remedial measures recommended:

SAMPLE GRIEVANCES

SUGGESTED

FOR USE WITH

PHYSICAL EDUCATION AND

ATHLETICS STAFF

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Angelo Scalva Date of Filing 9/27/76

School or Position PE teacher, Baker Junior High

Address

Telephone Number 794-3889

Nature of Grievance It's my understanding that physical education classes have to be coed to comply with Title IX. Although we have mixed male/female teaching teams, the girls end up at one end of the floor with the female teacher while the boys end up at the other end with the male teacher. It happens for both contact and non-contact activities. When I've asked the physical education department head about this, he indicated that Title IX was ridiculous and that our school has devised this way of getting around the regulation. I'm uncomfortable about my involvement in something which I believe is illegal. Is there any way to resolve this issue?

Names and addresses of others involved in the grievance and the nature of their involvement.

Joe Kennelsworth, PE Dept. Head

Angela Scalva
Signature of Grievant

Rod Meany, Principal, Baker Junior High
Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) Violation: ☐ Yes. ☐ No. (If no, please explain)

(2) Corrective action recommended:

(3) Remedial measures recommended:

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Carol Lujan, Susan Lee, & others Date of Filing 10/23/76

School or Position Worthley Junior High School

Address

Telephone Number 588-1100

Nature of Grievance Six of us want to play on an intramural football team. We've been playing on the field hockey teams but feel that we ought to be able to play football if the boys are allowed to play football. We asked Coach Kilman and he said that there wasn't enough interest for girls football and that we would have to play field hockey, volleyball, or basketball later in the season.

Names and addresses of others involved in the grievance and the nature of their involvement.

Coach Kilman

Carol Lujan Susan Lee
Signature of Grievant

Virginia Paul, Principal
Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) Violation: ☐ Yes. ☐ No. (If no, please explain)

(2) Corrective action recommended:

(3) Remedial measures recommended:

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Nancy Jane Taylor and others (see below) Date of Filing 10/17/76

School or Position All students at Chestershire High School

Address

Telephone Number 948-0005

Nature of Grievance We want to take wrestling as an elective physical education course, but Miss Adams, the counselor, says we can't. She says that wrestling is open only to boys and that no girl in her right mind would want to participate in such an activity. We don't think this is right.

Names and addresses of others involved in the grievance and the nature of their involvement.

Susan Besch	Marguerite Harris
Joanne Sigritz	Delores Hart
Jean Prugh	Mary Louise Andrews
Sandy Evans	Jo Plumb
Tina Snow	Rhonda Sorensen

Nancy Jane Taylor
Signature of Grievant

Alice Jones, Principal at Chestershire High School
Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) Violation: ☐ Yes. ☐ No. (Please give the reasons for your decision.)

(2) Corrective action recommended:

(3) Remedial measures recommended:

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Luline Patter Date of Filing 10/10/76

School or Position Compton High School (center, varsity basketball team)

Address

Telephone Number 490-3473

Nature of Grievance Boys on our high school basketball team play 20 games while girls are limited to 12. I've asked Coach Kirkoff about it, and she says that the 12 game schedule is set up by our state high school athletic association and that Compton has no control over it. I don't know what can be done about it, but I don't think it's fair. That's why I'm filing this complaint.

Names and addresses of others involved in the grievance and the nature of their involvement.

Geraldine Kirkoff, coach of girls' basketball team

Luline Patter
Signature of Grievant

Collie Yakima, Title IX Coordinator
Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) Violation: ☐ Yes. ☐ No. (Please give the reasons for your decision.)

(2) Corrective action recommended:

(3) Remedial measures recommended:

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Marta Ramierez Date of Filing 10/29/76

School or Position PE teacher at Brown Elementary and coach, high school girls' intramural track team

Address

Telephone Number 552-0605

Nature of Grievance Recently I applied for the position of assistant high school track coach (boys' team). The athletic director indicated that I was doing an excellent job with the girls' intramural team and that I should continue doing that. I understand that the only other person applying for the position is a male who has coached basketball but never track. I want the job because it pays more and offers a higher level of competition. There's no reason whatsoever why I shouldn't be considered as a serious candidate for that position.

Names and addresses of others involved in the grievance and the nature of their involvement.

Len Carpenter, athletic director

Marta Ramierez
Signature of Grievant

Stan Harmony, Principal
Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) Violation: ☐ Yes. ☐ No. (Please give the reasons for your decision.)

(2) Corrective action recommended:

(3) Remedial measures recommended:

TITLE IX GRIEVANCE REPORT FORM

Name of Grievant Evelyn Marcus Date of Filing 10/18/76

School or Position PE teacher at Haller Junior High

Address

Telephone Number 770-5426

Nature of Grievance Because of the new Title IX regulations, our PE girls' and boys' departments have been consolidated in a unified department of physical education. The former boys' department chairman has been named head of the new department. The problem is that he has issued keys to the equipment room to male staff members only and has placed male staff in charge of supervising all classes (we teach in male/female teams), saying the men need the responsibility for discipline reasons. I think it's very unfair, but the chairman says that Title IX doesn't cover administrative structures and it's my tough luck. I'm not a tenured teacher; how much can I push?

Names and addresses of others involved in the grievance and the nature of their involvement.

Mr. James Thomspon, PE department chairman, Haller Jr. High

Evelyn Marcus
Signature of Grievant

Carlos Montoya, Principal
Person Receiving Grievance

RESOLUTION OF GRIEVANCE

(1) Violation: ☐ Yes. ☐ No. (If no, please explain)

(2) Corrective action recommended:

(3) Remedial measures recommended:

SAMPLE GRIEVANCES--ANAYLSES

Sample Grievance Analyses--
Cases Considered by Administrators

In each instance, the answers provided are based on the assumption that the information provided in the grievance has been confirmed.

Julio Vargas

Violation of Title IX - Yes

The failure to notify students, employees, and parents of elementary and secondary students regarding Title IX compliance policies would be a violation of the Title IX regulation. If the other procedural requirements--designation of a compliance officer, development of a grievance procedure, and completion of an institutional self-evaluation--have not been completed, these would also be Title IX violations. /§86.9/ /§86.8/ /§86.3(c)/

Corrective actions:

- Develop a policy statement regarding nondiscrimination and Title IX compliance and notify all students, employees, and parents of this policy.
- Designate a compliance officer who is responsible for coordinating efforts to comply with Title IX.
- Develop a written grievance procedure for processing Title IX complaints and notify all students and employees of its existence.
- Complete an institutional self-evaluation.

Remedial measures:

- Provide workshops for all personnel to inform them of Title IX requirements.
- Provide briefings or workshops for school board members to inform them of Title IX requirements and their legal responsibilities for compliance.

Ruth Eisenstein

Violation of Title IX - Yes

The asking of any questions concerning the marital or parental status of a job applicant which are not directly related to job performance is a violation of the Title IX regulation. /§86.57(a)(1-2)/

Corrective actions:

- Ensure that Ms. Eisenstein is given nondiscriminatory consideration for the next available assistant principal's position.

- Prepare a policy directive regarding discriminatory questions which may not be asked during job interviews. Distribute these to all staff with responsibility for interviewing prospective employees.

Remedial measures:

- Provide in-service training for relevant staff on nondiscriminatory procedures for evaluating and selecting applicants for employment.

- Prepare and distribute to all applicants for employment a statement regarding the district's policy of nondiscrimination in employment and the name of an employee whom they may contact if they have been interviewed or treated in a discriminatory manner.

Leslie Allan

Violation of Title IX - Yes

No pregnant student may be excluded from an educational program solely on the basis of pregnancy. Pregnant students may be required to submit a physician's certification of their ability for participation in education programs only if such certification is required of students with other temporary disabilities. Special programs may be provided for pregnant students but attendance must be voluntary. Homebound instruction must be provided pregnant students if such services are provided for students with medical disabilities and if they are at the option of the student. /§86.40(b)(1)/

Corrective actions:

- Provide the student with the option of remaining in school or receiving homebound instruction.

- Develop a policy statement regarding the nondiscriminatory treatment of pregnant students and distribute to all members of the staff.

Remedial measures:

- Identify any other pregnant students that may be receiving homebound instruction and inform them of their right to attend the regular education program.

Kevin Kerrans

Violation of Title IX - Yes

The overall opportunities for male and female students to receive special forms of recognition should be comparable. If such opportunities are available for female students, comparable opportunities must be made available for male students. /§86.31(b)(1-3)/

Corrective actions:

- Revise the structure of the Homecoming Court to include recognition of males, or provide a comparable opportunity for male students, e.g., Mardi Gras King.

Remedial measures:

- Review the criteria for all awards and honors to ensure nondiscrimination and equality of opportunity for male and female students.

Flo Perkins

Violation of Title IX - Yes

Job classifications may not be sex designated unless a bona fide occupational qualification (BFOQ) based on sex is involved (e.g., locker room attendants). Two factors mitigate against a BFOQ in this case: a) replacing light bulbs is not a major activity of the janitor job, and b) it has not been established that women cannot replace light bulbs. /§86.61/

Corrective actions:

- Ensure that Ms. Perkins is given fair consideration for the next available janitoral position.
- Modify the job classification to eliminate sex differentiation.

Remedial measures:

- Notify all personnel currently occupying matron or janitorial positions of the change in policy.
- Review all job classifications and modify them as necessary to eliminate sex differentiation.
- Review all job announcements and position descriptions to ensure nondiscrimination.
- Develop written statements of skill requirements for all positions and provide all applicants the opportunity to be tested according to these job-related criteria.

Shirley Dixon

Violation of Title IX - No

Denial of leave or financial support for professional development to persons occupying different positions within the system would not, of itself, be in violation of Title IX. However, patterns of consistent differentiation in training or other opportunities for males and females occupying similar positions may indicate the existence of discriminatory decisionmaking criteria or practices.

Sample Grievance Analyses--
Grievances Considered by Teachers

In each instance the answers provided are based on the assumption that the information provided in the grievance has been confirmed.

George W. Jones

Violation of Title IX - Yes

If childrearing leave is provided for female employees, it must also be provided for male employees. /§86.51(b)(6)/

Corrective actions:

- Rescind the decision that Mr. Jones cannot take childrearing leave.
- Modify the terms of the contract with the teachers' organization in order to eliminate discrimination.
- Prepare a policy directive on childbearing and childrearing leave and distribute it to all members of the staff.

Remedial measures:

- Examine personnel records to identify any other male employees who have been denied childrearing leave since July, 1975 and offer them this option if they so desire at this time.

Eldredge King and Maryanne Comstock

Violation of Title IX - Yes

Sex differentiation in the assignment of tasks or in the provision of opportunities to use equipment would be a violation of Title IX requirements, as would other forms of differential treatment of females and males within the classroom. /§86.31(b)(1-4)(8)/

Corrective actions:

- Instruct the teacher, Richard Koenig, that his differential treatment of students on the basis of sex is a violation of Title IX and must cease.

Remedial measures:

- Provide female students with special instruction on the use of chemistry equipment and the role of women in science.
- Provide in-service training for instructional staff regarding sex bias in teacher behavior and in textbooks and instructional materials, and in the principles of non-sexist curriculum development.
- Organize a task force of instructional personnel to identify and obtain non-sexist curriculum materials in science.

Thelma Frys

Violation of Title IX - Yes

If males have consistently been granted equivalent considerations for professional development and such opportunities were denied to females, a violation of Title IX has occurred. /§86.51(a)(2)/

Corrective actions:

- Rescind the decision prohibiting Ms. Frys' leaving school early in order to permit her participation in graduate courses.
- Develop a policy delineating the circumstances whereby employees may be granted special consideration for purposes of professional development and distribute to all employees.

Remedial measures:

- Prepare a memorandum outling the qualifications required for administrative positions, the nondiscriminatory employment policy of the district, and the ways that employees can prepare themselves for these positions.
- Identify those female employees with interest in administrative positions or relevant credentials and encourage them to apply for relevant training and job openings.

Friends of Education

Violation of Title IX - No

The Title IX regulation specifically exempts coverage of textbooks and instructional materials and cites the First Amendment's guarantee of freedom of expression as a possible conflict. The preamble to the

regulation, however, recognizes the problem of sex bias in textbooks and instructional materials and urges state and local education agencies to take appropriate actions.

It should also be noted that the Title IX regulation does not require the extension of the grievance procedure beyond students and employees, but a local education agency may wish to permit community groups to use the local grievance procedure.

Katrina Breedlove

Violation of Title IX - Yes

The use of sex differentiated criteria for admission to a vocational school or program is prohibited by the Title IX regulation. /§86.21(b)(2)/

Corrective actions:

- Admit Katrina Breedlove to the auto mechanics course without a statement of job availability (or require that male students also produce a signed statement of a job opportunity in order to be admitted).

- Prepare and disseminate to all relevant staff a policy statement regarding nondiscriminatory standards for admissions in vocational educational schools and courses.

Remedial measures:

- Survey all women in the school (or feeder schools) to identify any interested female students who have been denied admission or discouraged from enrollment in auto mechanics due to the job opportunity guarantee requirement. Females who are identified as having been denied/discouraged from enrollment should be contacted to ascertain current interest and provided opportunity for enrollment in auto mechanics.

- Inform all students of their equal opportunity to enroll in auto mechanics and other vocational education courses.

Sample Grievance Analyses--
Grievances Considered By Counselors

In each instance the answers provided are based on the assumption that the information provided in the grievance has been confirmed.

Ted Payne

Violation of Title IX - Yes

Counselors and counseling procedures may not treat students differently on the basis of sex with regard to personal, academic, or career counseling. /§86.36(a)/

Corrective actions:

- Provide Ted Payne realistic counseling about opportunities in the field of tailoring and encourage him to enroll in Clothing Construction I if he so desires.
- Instruct Mr. Simons that differential counseling of students on the basis of sex is a violation of the law and of the rights of students.

Remedial measures:

- Prepare guidelines regarding nondiscrimination in counseling and counseling materials and disseminate them to all members of the counseling staff.
- Provide relevant in-service training for all counseling staff.

Nancy Holgate-Wilson

Violation of Title IX - Yes

The selective harassment of students on the basis of sex would be a violation of the Title IX regulation. /§86.31(b)(1-4(8)/ /§86.34/

Corrective actions:

- Inform metals class instructor, Bob Hawker, that his behavior violates the Title IX regulation and instruct him to cease his harassment of female students.
- Inform Vennie Lawrence that Bob Hawker has been instructed to cease his harassment and that she may notify the principal if she is harassed again.

- Provide Vennie Lawrence the opportunity to transfer to another metals shop class.

- Develop and disseminate a policy statement regarding teachers' responsibilities for nondiscriminatory treatment of students.

Remedial measures:

- Make a survey to identify those female students who have been interested in metals class or in other sex-segregated courses. Encourage these students to enroll in such classes if they are still interested.

- Develop and disseminate guidelines to instructional staff regarding nondiscriminatory treatment of students on the basis of sex.

- Provide relevant in-service training programs for instructional personnel.

- Provide all students with information and counseling regarding the changing roles of women and men in the world of work and in other life areas, and the importance of considering a variety of course options, both traditional and nontraditional.

Helen Rainwater

Violation of Title IX - Yes

The use of separate test forms and/or interpretative guides for females and males is prohibited by the Title IX regulation unless they are used in a nondiscriminatory manner. Such materials may be used only if male and female students are given both tests and provided nonsexist interpretations of their scores. /§86.36(a-b)/

Corrective actions:

- Direct counseling staff to discontinue use of the XYZ Vocational Interest Assessment or to ensure that all students have the opportunity to complete both female and male forms and receive both interpretations.

- Develop a policy directive requiring the review of all counseling and testing materials for sex bias and disseminate it to all members of the counseling staff.

Remedial measures:

- Prepare and disseminate to all counseling staff guidelines regarding the selection and nondiscriminatory use of counseling instruments and materials.
- Provide relevant in-service training for counseling staff.
- Make materials regarding nontraditional career and vocational options for females and males available to all counselors and students.
- Review counselor assessment and evaluation criteria to ensure inclusion of items which are relevant to the provision of nonstereotyped counseling services.

Lisa Trienko

Violation of Title IX - No

The awarding of scholarships to those persons with highest objective rankings based on nondiscriminatory criteria would not be a violation of the Title IX regulation even when it may result in disproportionate numbers of awards to members of one sex.

Connie Jacobs

Violation of Title IX - Yes

Rules which mandate or permit differential treatment of male and female students on the basis of their marital or parental status would be in violation of the Title IX regulation. /§86.40(b)(2)/

Corrective actions:

- Reinstate Connie Jacobs as a member of the cheerleading squad.
- Develop a policy regarding the nondiscriminatory treatment of male and female students on the basis of the marital or parental status in all curricular and extracurricular activities.

Remedial measures:

- Develop and disseminate to all staff guidelines for ensuring nondiscriminatory treatment of male and female students with regard to their marital or parental status.

- Survey staff to ensure that other students have not been denied opportunities in extracurricular activities on the basis of the previous policy regarding parental status. If any instances are identified, inform these students of their right to participate in extracurricular activities.

Sample Grievance Analyses--
Grievances Considered by Physical Education and Athletics Department Staff

In each instance the answers provided are based on the assumption that the information provided in the grievance has been confirmed.

Angelo Scalva

Violation of Title IX - Yes

Providing parallel sex-segregated activities in coeducational classes would not meet the requirements for integrated physical education courses. Students may be segregated on the basis of sex only for those portions of the class which are devoted to contact sports. In addition, sexually disproportionate groupings which result from the application of appropriate, objective tests of ability are permitted. /§86.34 (a-c)/

Corrective actions:

- Issuance of a policy directive requiring:
  - integration of activities for male and female students during physical education classes except during participation in contact sports.
  - assignment of female and male teachers on the basis of skills rather than on the basis of sex.

Remedial measures:

- Development and dissemination of policy guidelines regarding student grouping and assignment of staff in coeducational physical education classes.
- Review of physical education curriculum to ensure provision of a sufficient variety of activities to meet the needs of all students.

Carol Lujan

Violation of Title IX - No

Two issues need to be considered in evaluating Title IX compliance: whether the school is required 1) to permit girls to play on the boys' team or on a mixed-sex team, or 2) to provide an intramural football team for girls.

1) The school is not required to permit girls to play on the boys' team or to provide a mixed-sex team because the sport involved is a contact sport.

2) The school is not required to provide a girls' football team because the number of girls interested is not sufficient to form a separate team.

Nancy Jane Taylor and others

Violation of Title IX - Yes

All elective physical education courses must be available to male and female students, although the activities within contact sports classes may be conducted on a sex-segregated basis. The counseling behavior of the counselor would also be a violation of the Title IX regulation. /§86.34/ /§86.36 (a)/

Corrective actions:

- Review policies regarding physical education course electives to ensure that all courses are open to females and males according to the same criteria.
- Permit enrollment of Nancy Jane Taylor and others in the elective physical education wrestling class.
- Instruct Mis Adams, the counselor, that her comment that "no girl in her right mind would want to participate in a wrestling class" is a violation of Title IX and to cease such behavior.

Remedial measures:

- Prepare and distribute policy guidelines on the enrollment of male and female students in elective physical education classes to all physical education staff, counselors, and others involved in course enrollment/election.
- Provide guidelines and in-service training opportunities for members of the counseling staff.

Luline Patter

Violation of Title IX - Yes

Rules concerning the length of season which result in unequal opportunities for girls' teams as compared to boys' teams are prohibited by the Title IX regulation. Title IX requirements take precedence over the rules of state athletic associations. /§86.6(c)/ /§86.41(c)(iii)/

Corrective actions:

- Extend the length of the season for girls' basketball or reduce the length of the season for boys.

- Notify the state athletic association regarding the discriminatory impact of the rule, and of the school's obligation to comply with Title IX.

Remedial measures:

- Review the optimal length of season for boys' and girls' basketball teams.
- Work with the state athletic association to modify discriminatory rules.

Marta Ramierez

Violation of Title IX - Yes

All qualified candidates must be considered for the position of assistant coach. The administrative convenience of maintaining Ms. Ramierez's position with girls intramural activities is not sufficient reason to deny her the employment opportunity to which she is entitled. /§86.41(c)(vi)/ /§86.51(a)(1-2)/

Corrective actions:

- Notify Mr. Carpenter of his legal obligation to hire the most qualified applicant, male or female, and to give Ms. Ramierez serious consideration for the position of assistant track coach. Require Mr. Carpenter to submit written justification of his selection.

Remedial measures:

- Develop policies and procedures to ensure that qualified applicants of both sexes are represented in applicant pools for employment.
- Develop guidelines for nondiscriminatory consideration of candidates for physical education and athletic department positions and distribute to relevant staff members.

Evelyn Marcus

Violation of Title IX - Yes

Assignment of supervisory responsibility on the basis of sex and the issuance of keys to male staff only would be discriminatory. The Title IX regulation does not prescribe any specific administrative structure, but no structure may be used which results in a disparate effect on employees of one sex. /§86.51(a)/ /§86.55(a)/

Corrective actions:

- Require the department chairperson to provide keys to all personnel with legitimate need for access to equipment.

- Require the department chairperson to delineate the requirements for supervision of physical education classes and assign staff to supervisory responsibility on the basis of their qualifications rather than on the basis of sex.

Remedial measures:

- Provide physical education staff guidelines for the nondiscriminatory assignment and treatment of staff.

- Provide relevant in-service training to all physical education staff.

ACTION PLANNING WORKSHEET

I. Establishing Change Objectives:

What three actions related to Title IX compliance and elimination of sexism in your own professional functioning, or in the policies, programs, or practices of your education agency or institution would you most like to see accomplished during the next year?

1.

2.

3.

Select one of the actions and write the change objective which is most important to you. Does it answer the questions what (will change), who (will change), how well (they will change), where (the change will occur), and when (the change will occur)?

II. Identifying Barriers and Supports for Change

A. What are the important barriers that you will encounter in working toward the changed objective that you've selected?

B. What supports will you have in working toward your change objectives?

III. Reevaluating Your Change Objective

Now that you've identified barriers and supports for your change objective, think about the following questions:

Is attainment of the change objective possible?

Is attainment of the change objective probable?

Is the objective stated in behavioral and concrete ways? Is it observable and/or measurable?

Have you set a time deadline for achieving the objective?

Do you believe your change objective is the best of the possible alternatives for achieving your change goals?

Is this something you <u>really</u> want to achieve?

IV. Planning for Accomplishing the Objective

A. Resources for change

What resources (knowledge, skills, financial, interpersonal, etc.) will you need to achieve your change objective?

<u>knowledge/skills</u>:

financial resources:

interpersonal resources:

B. Action steps

List below the necessary first steps that you will have to take to meet your change objectives, and the timeline you will set for their completion.

Action Step	Time Completed

WORKSHOP EVALUATION SHEET

Interview questions:

1. At this point, how would you rate your knowledge of Title IX?

   Thorough understanding _____

   Some knowledge _____

   Little knowledge _____

   No knowledge _____

2. What concerns or questions about Title IX implementation have been answered for you today?

3. What concerns remain?

4. Which of the day's activities were most helpful to you?

5. What information, experiences, or activities would you like to have provided in the future?

6. Are there other comments you wish to make?

Interviewer Comments:

1. Is there any information about the workshop that you would like to add other than the information collected by the person who interviewed you?

2. Is there any information about follow-up activities that you would like to add?

3. Any other comments?

APPENDIX B--

SUMMARY OF THE TITLE IX REGULATION

Title IX of the 1972 Education Amendments

A Summary of the Implementing Regulation

Resource Center on Sex
Roles in Education

National Foundation for the
Improvement of Education

Washington, D.C.

Prepared under Contract 300-75-0256 for the Women's Program Staff
U.S. Office of Education, Department of Health, Education, and Welfare;
research and staff assistance also supported by funds from the Ford Foundation

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TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 -- A SUMMARY OF THE IMPLEMENTING REGULATION

Introduction

Title IX of the 1972 Education Amendments is the first comprehensive federal law to prohibit sex discrimination in the admission and treatment of students by education institutions receiving federal financial assistance. Sex discrimination in the employment policies and practices of educational institutions is also prohibited. The intent of the law is to eliminate sex discrimination in the programs, policies and administration of educational institutions. It reads:

> No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

The implementing regulation for Title IX was issued by the Secretary of Health, Education, and Welfare in June, 1975. Its provisions may be grouped into five major sections -- general provisions (contained in Subpart A of the regulation), which outline the general procedures required for ensuring nondiscrimination and compliance with the regulation; coverage provisions (Subpart B of the regulation), which identify the education institutions, programs, and activities covered by the regulation; admissions provisions (Subpart C of the regulation), which specify prohibitions of discrimination in the recruitment and admissions of students; provisions pertaining to the treatment of students in educational programs and activities (Subpart D of the regulation), which delineate the standards of nondiscrimination in student programs; and employment provisions (Subpart E of the regulation), which establish the requirements for nondiscrimination in employment.

Following is a summary of the regulation. It follows the sequence of the regulation itself; the number contained in brackets at the end of each summary paragraph refers to the section of the regulation from which the information is derived.

Two definitions contained in the regulation are of importance to users of this summary:

Recipient. The "recipient" referred to throughout the summary is defined as "any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and which operates an education program or activity which receives or benefits from such assistance." /§86.2(h)/

Federal financial assistance: Education agencies or institutions which receive any of the following are considered recipients of "federal financial assistance" for purposes of Title IX:

- grants or loans from the federal government, including funds for:
  - acquisition, construction, or renovation of buildings or facilities;
  - scholarships, loans, grants, wages or other funds extended for payment to or on behalf of students of the institution, whether paid to the institution or directly to students for payment to the institution.
- grants of federal property
- provision of the services of federal personnel
- any other contract, agreement or arrangement which has as one of its purposes the provision of assistance to any education program or activity, except a contract of insurance or quaranty. /§86.2(g)/

Copies of the regulation have been supplied to all local education agencies and post-secondary institutions. Copies of the regulation may also be obtained from the Department of Health, Education, and Welfare, Washington, D. C. 20201.

TITLE IX - A SUMMARY OF THE IMPLEMENTING REGULATION

GENERAL PROVISIONS

Remedial action. In the event of a finding of sex discrimination by the Director of the Office for Civil Rights in an education program or activity of a federally assisted institution or agency, the institution or agency may be required to take remedial action to overcome the effects of such discrimination. Such requirement would be specified by the Director. /§86.3(a)/

Affirmative action. In the absence of a finding of sex discrimination, a recipient education institution may take affirmative action to overcome the effects of conditions which resulted in limited participation by persons of a particular sex. /§86.3(b)/

Self-evaluation. Every education institution receiving federal funds must, within one year of the effective date of the Regulation:

- evaluate its policies and practices as to their compliance with the Regulation;
- modify its policies and practices as necessary for compliance;
- take appropriate remedial steps to eliminate the effects of discrimination resulting from these policies and practices.

A description of any modifications and remedial actions taken must remain on file for at least three years following completion of the evaluation. /§86.3(c)/

Assurance required. Every application for federal financial assistance for any education program or activity must as a condition of its approval, contain or be accompanied by an assurance form certifying compliance with the Regulation. Forms will be supplied by the Office for Civil Rights, HEW. /§86.4/

Designation of responsible employee. Every recipient must designate at least one employee to coordinate compliance efforts and investigate any complaints of sex discrimination; all students and employees must be notified of the name, office address and phone number of this employee. /§86.8(a)/

Grievance procedures. Every recipient must adopt and publish grievance procedures providing for resolution of student and employee complaints. (Utilization of these procedures is not a prerequisite for federal action.) /§86.8(b)/

Notification of policy. Recipients must take specific and continuing steps to notify applicants for admission, students, parents, employees, and all unions or professional organizations holding bargaining or professional agreements with the recipient of its compliance with Title IX. Initial notification was required by October 19, 1975. /§86.9(a)/

Publications. Recipients must include a policy statement of nondiscrimination on the basis of sex announcement, bulletin, catalog, application form, or other materials used in connection with the recruitment of students or employees. No publication should suggest, by text or illustration, that the recipient treats students, applicants, or employees differently on the basis of sex except as permitted by the Regulation. [§86.9(b)]

COVERAGE

General. The Regulation applies to every recipient and to each education program or activity operated by a recipient which receives or benefits from federal financial assistance. (Information regarding judicial interpretation of this language is provided in the preamble to the Regulation. In analogous cases regarding racial discrimination, courts have held that the education functions of a school district or college include any service, facility, activity or program which it operates or sponsors, including athletics and other extra-curricular activities, and the federal funds may be terminated upon a finding that "they are infected by a discriminatory environment.") /§86.11/

Exemptions from coverage include: educational institutions controlled by religious organizations, to the extent that compliance would not be consistent with religious tenets; military and merchant marine educational institutions; and social fraternities and sororities in post-secondary institutions, YM and YWCA's, Girl and Boy Scouts, Camp Fire Girls, and other voluntary youth service organizations. /§86.12, §86.13 and §86.14/

Coverage of the admissions provisions applies only to institutions of vocational education, professional eudcation, graduate higher education, and public institutions of undergraduate higher education, other than those which have been traditionally and continually single sex. This does not include first-degree professional and vocational programs offered at private undergraduate institutions. /§86.15/

ADMISSIONS

The Regulation requires that no person may, on the basis of sex, be denied admission or be subject to discrimination in admission by any recipient subject to the admissions provisions of Title IX. Specifically prohibited are:

- ranking applicants separately on the basis of sex;
- applying numerical limitations on the number or proportion of either sex who may be admitted;
- treating one individual differently from another on the basis of sex;
- administering any test or criterion for admission which has a disproportionately adverse effect on members of one sex unless such test or criterion is shown to validly predict success in the education program or activity and alternative tests are not available;
- applying any rule concerning the actual or potential parental, marital, or family status of a student which treats persons differently on the basis of sex;
- discriminating against or excluding any person on the basis of pregnancy or related conditions (these must be treated as any other temporary disability);
- making pre-admission inquiry as to the marital status of an applicant. /§86.21(a), (b), (c)/

Discrimination in the recruitment of applicants for admission is also prohibited:

- preference may not be given nor may applicants for admission be recruited on the basis of attendance at an educational institution which is predominantly single sex unless the pool of applicants eligible for such preferences includes roughly equivalent numbers of males and females /§86.22/;
- a recipient may not discriminate on the basis of sex in the recruitment of students unless additional recruitment efforts for members of one sex are undertaken as remedial or affirmative action. /§86.23(a)/

TREATMENT OF STUDENTS IN EDUCATION PROGRAMS AND ACTIVITIES

General. All education institutions or activities receiving federal financial assistance are subject to these regulatory requirements, including those whose admissions are exempt from coverage. This portion of the Regulation requires that:

> no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training or any other education program or activity operated by a recipient (emphasis added). /§86.31(a)/

It specifically provides that recipient institutions may not, on the basis of sex:

- provide different aid, benefits, or services;
- deny any person such aid, benefit, or service;
- subject any person to separate or different rules of behavior, sanctions, or other treatment;
- discriminate against any person in the application of any rules of appearance;
- apply any rule concerning the domicile or residence of a student or applicant, including eligibility for in-state tuition;
- provide significant assistance (defined in the preamble to the Regulation as facilities or a faculty sponsor) to any agency, organization or person which discriminates on the basis of sex in providing any aid, benefits or service to students or employees;
- limit any person in the enjoyment of any right, privilege, advantage, or opportunity. /§86.31(b)/

Assistance administered by an institution for study abroad. A recipient institution may administer awards established by foreign or domestic legal instruments restricted to members of one sex which are designed to provide opportunities for study abroad provided the institution otherwise makes available reasonable opportunities for members of the other sex. /§86.31(c)/

Programs not operated by recipients. A recipient institution may not facilitate, require, permit, or consider as part of an activity or program it operates, participation by any applicant, student, or employee in a program not operated by the recipient which discriminates on the basis of sex. This includes participation in educational consortia and cooperative employment and student teaching assignments. /§86.31(d)/

Housing. A recipient may not, on the basis of sex, apply different rules or regulations, impose different fees or requirements, or offer different services or benefits related to housing. A recipient may provide separate housing on the basis of sex, provided that housing provided for students of one sex, when compared to that provided to

students of the other, is as a whole proportionate in quantity to the number of students of that sex applying and comparable in quality and cost to the student. /§86.32(a)(b)/

A recipient which assists any agency or person in making housing available to its students must take reasonable action to assure itself that housing provided is proportionate in quantity and comparable in quality and cost to students of both sexes. A recipient may not, on the basis of sex, administer different policies or practices concerning occupancy by its students of housing other than provided by the recipient. /§86.32(c)/

Facilities. A recipient may provide separate toilet, locker room and shower facilities on the basis of sex; those provided for one sex must be comparable to those provided for the other. /§86.33/

Course offerings. Course offerings or other education activities may not be provided separately on the basis of sex, nor may participation therein be refused or required on such basis. Included are health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses. /§86.34/

- With respect to physical education courses, institutions must comply with this requirement as expeditiously as possible but in no event later than one year from the effective date of the Regulation at the elementary level and three years from the effective date at the secondary and post-secondary levels. Students may be grouped by ability in physical education classes and activities as long as ability is assessed by objective standards developed and applied without regard to sex. Students may be separated by sex within physical education classes during participation in contact sports. /§86.34(a)(b)(c)/

- Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted separately for males and females. /§86.34(e)/

- Recipient institutions may make requirements based on vocal range or quality which result in choruses of one or predominantly one sex. /§86.34(f)/

Schools of vocational education. A local education agency may not, on the basis of sex, exclude any person from admission to any institution of vocational education or any other school or educational unit it operates unless it otherwise makes available to such person, pursuant to the same policies and criteria of admission, courses, services, and facilities comparable to each course, service and facility offered in or through such schools. /§86.35/

Counseling and counseling materials. Institutions may not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants. /§86.36(a)/

- Recipients may not use different materials for students on the basis of sex or use materials which permit or require differential treatment of students on such basis unless such materials cover the same occupations and interest areas and their use is shown to be essential to eliminate sex bias. Recipients must develop and use internal procedures for ensuring that counseling materials do not so discriminate. /§86.36(b)/

- Where a recipient finds that a particular class or course of study contains a substantially disproportionate number of individuals of one sex, the recipient must take such action as is necessary to assure itself that this disproportion is not the result of sex discrimination by counselors or in counseling materials. /§86.36(c)/

Financial assistance. Recipients may not, on the basis of sex:

- provide different amounts or types of financial assistance, limit eligibility for such assistance, or apply different criteria;
- apply any rule concerning eligibility for such assistance which treats persons of one sex differently from persons of the other with regard to marital or parental status;
- assist, through solicitation, listing, approval or provision of facilities or services, any agency or person which provides assistance to a recipient's students in a manner which discriminates on the basis of sex. /§86.37(a)/

Recipients may administer financial assistance established by domestic or foreign instruments which require that awards be made to members of a specified sex provided that the overall effect of the awarding of such sex-restricted funds does not discriminate on the basis of sex. To ensure such nondiscriminatory effect:

- students must be selected for awards of financial assistance on the basis of nondiscriminatory criteria;
- an appropriate sex-restricted award should be allocated to each student selected;
- no student may be denied the award for which he or she was selected because of the absence of financial assistance designed for a member of that student's sex. (According to the preamble of the Regulation, if there are insufficient sources of financial aid designated for members of a particular sex to provide funds for students of that sex selected, the institution is required to obtain the necessary funds from other sources or to award less assistance from the sex-restricted sources.) /§86.37(b)/

If a recipient awards athletic scholarships, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics. Separate athletic scholarships for members of each sex may be provided as part of separate athletic teams for members of each sex to the extent consistent with the portion of the Regulation dealing with athletics. /§86.37(c)/

Employment assistance to students. A recipient institution which assists any agency or person in making employment available to its students must assure itself that employment is made available without discrimination; it may render no services or assistance to agencies or individuals which discriminate on the basis of sex in employment practices. /§86.38/

Health and insurance benefits and services. Institutions may not discriminate on the basis of sex in providing medical, hospital, accident or life insurance benefits, services, policies or plans to any students. This does not prohibit a recipient from providing any benefit or service which may be used by a different proportion of students of one sex than of the other, including family planning services. Any recipient which provides full coverage health services must provide gynecological care. /§86.39/

Marital or parental status. A recipient may not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex. /§86.40(a)/

No student may be discriminated against or excluded from an education program or activity (including any class or extracurricular activity) on the basis of pregnancy or related conditions unless the student requests voluntarily to participate in a separate portion of the program or activity. /§86.40(b)/

- A recipient may require a pregnant student to obtain a physician's certification of her physical and emotional ability for normal participation in the education program or activity if such certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

- A recipient which operates a portion of its education program separately for pregnant students, admission to which is voluntary , must ensure that this program is comparable to the program offered to non-pregnant students.

- A recipient must treat pregnancy and related conditions in the same manner and under the same policy as any other temporary disability with respect to any medical or hospital benefit, service or policy in which such recipient participates with respect to students. If there is no leave

policy maintained for students, pregnancy and related conditions must be treated as justification for a leave of absence, after which a student shall be reinstated to the status she held before the leave began. /§86.40(b)/

Athletics. The general requirement of this section is that:

> no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club or intramural athletics offered by a recipient, and no recipient shall provide athletics separately on such basis. /§86.41(a)/

Separate teams may, however, be operated for members of each sex where:

- selection for such teams is based upon competitive skill; or
- the activity involved is a contact sport.

Where a recipient operates or sponsors a team in a particular sport for members of one sex but operates no such team for members of the other, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try out for the team offered unless the sport involved is a contact sport (boxing, wrestling, rugby, ice hockey, football, basketball and other sports the major activity of which involves bodily contact). /§86.41(b)/

Equal opportunity for members of both sexes must be provided in interscholastic, intercollegiate, club or intramural athletics operated or sponsored by a recipient. In assessing the availability of equal opportunity, HEW will consider, among other factors:

- whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;
- provision of equipment and supplies;
- scheduling of games and practice time;
- travel and per diem allowance;
- opportunity to receive coaching and academic tutoring;
- assignment and compensation of coaches;
- provision of locker rooms, practice and competitive facilities;
- provision of housing and dining facilities and services;
- publicity.

Unequal aggregate expenditures for members of each sex or for male and female teams will not constitute noncompliance, but HEW may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity. /§86.41(c)/

All recipient institutions must comply as expeditiously as possible; elementary schools must be in full compliance with this section within one year from the effective date of the Regulation, secondary and post-secondary schools within three years /[§86.41(d)]/

Textbooks and curricular materials. Nothing in the Regulation requires or prohibits the use of particular textbooks or curricular materials. /[§86.42]/

EMPLOYMENT

General. All education institutions or activities receiving federal financial assistance must comply with the employment provisions of the Regulation. In general, the Regulation prohibits:

- exclusion from participation in, denial of the benefits of, or subjection to discrimination on the basis of sex of any person in employment, or recruitment, consideration, or selection thereof, whether full or part-time;
- the limitation, segregation, or classification of applicants or employees in any way which could adversely affect any employment opportunities or status because of sex;
- entrance by a recipient into any contractual or other relationship which directly or indirectly has the effect of subjecting employees or students to sex discrimination, including relationships with employment and referral agencies, with labor unions, and with organizations providing or administering fringe benefits to employes of the recipient;
- the granting of preferences to applicants for employment on the basis of attendance at a single sex educational institution, unless the numbers of each sex eligible for such preference are roughly equivalent. /§86.51(a)/

Specifically, discrimination is prohibited in:

- recruitment, advertising, and the process of application for employment;
- hiring, upgrading, promotion, tenure, demotion, transfer, layoff, termination, application of nepotism policies, right of return from layoff, and rehiring;
- rates of pay or any other form of compensation;
- job assignments, classifications and structure, including position descriptions, lines of progression, and seniority lists;
- the terms of any collective bargaining agreement;
- granting and return from leaves of absence, leave for pregnancy and related conditions, leave for persons of either sex to care for children or dependents;
- fringe benefits;
- selection and financial support for training, including apprenticeship, professional meetings, conferences, and other related activities, selection for tuition assistance, sabbaticals and leaves of absence to pursue training;
- employer-sponsored activities, including social or recreational programs;
- any other term, condition, or privilege of employment /§86.51(b)/

Employment criteria. A recipient may not administer any test or other criterion for employment opportunity which has a disproportionately

adverse effect on persons on the basis of sex unless it is shown to validly predict successful performance in the position in question and alternative tests or criteria are not available. /§86.52/

Recruitment. A recipient may not discriminate on the basis of sex in the recruitment and hiring of employees. When a recipient is found to be presently discriminating on the basis of sex (or to have so discriminated in the past), it will recruit members of the sex so discriminated against so as to overcome the effects of past or present discrimination. A recipient may not recruit primarily at entities which furnish as applicants predominantly members of one sex. /§86.53/

Compensation. A recipient may not, on the basis of sex, make distinctions in rates of pay or other compensation which result in the payment of wages to employees of one sex at a rate less than that paid to employees of the other sex for equal work on jobs the performance of which requires equal skill, effort, and responsibility and which are performed under similar working conditions. /§86.54/

Job classification. A recipient may not:

- classify a job as being for males or females;
- maintain separate lines of progression, seniority lists, career ladders, or tenure systems based on sex;
- maintain separate lines of progression, etc., which classify persons on the basis of sex unless sex is a bona-fide occupational qualification for the positions in question. /§86.55/

Fringe benefits. Under this Regulation, fringe benefits means any medical, hospital, accident, life insurance or retirement benefit, service, policy or plan, any profit-sharing or bonus plan, leave, and any other benefit or service of employment. A recipient shall not:

- discriminate on the basis of sex with regard to making fringe benefits available to employees, or make fringe benefits available to spouses, families or dependents of employees differently upon the basis of the employee's sex;
- administer, operate, offer, or participate in a fringe benefit plan which does not provide either for equal periodic benefits or equal recipient contributions to the plan for members of each sex;
- participate in a pension or retirement plan which establishes different optional or compulsory retirement ages based on sex or which otherwise discriminates on such basis. /§86.57(a)(b)/

Marital or parental status: A recipient may not:

- take any employment action concerning the potential marital, parental, or family status of an employee or applicant which treats persons differently on the basis of sex; or
- which is based upon whether an employee or applicant is the head of household or principal wage earner. /§86.57(a)/

Pregnancy. A recipient may not discriminate against or exclude from any employee or applicant on the basis of pregnancy or related conditions. Pregnancy and all related conditions must be treated as any other temporary disability for all job related purposes, including commencement, duration and extensions of leave, payment of disability income, accrual of seniority and reinstatement, and under any fringe benefits offered to employees. If a recipient does not maintain a leave policy for its employees, pregnancy and related conditions must be treated as a justification for a leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status which she held when the leave began, or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities. /§86.57(b)(c)(d)/

Pre-employment inquiries. A recipient may not make pre-employment inquiry as to the marital status of an applicant for employment. A pre-employment inquiry as to applicant sex may be made, but only if such inquiry is made equally of applicants of both sexes and if the results of the inquiry are not used to discriminate. /§86.60(a)(b)/

Sex as a bona-fide occupational qualification. Recipients may make employment decisions prohibited by the Regulation provided they can demonstrate that sex is a bona-fide occupational qualification which is essential for carrying out job responsibilities. Such action cannot be based on alleged characteristics or stereotyped characterizations of one or the other sex, or on preference based on sex of the recipient, employees, students, or other persons. This does not prevent consideration of an employee's sex in relation to employment in a locker room or toilet facility used only by members of one sex. /§86.61/

ENFORCEMENT PROCEDURES

Pending HEW's final issuance of a consolidated procedural regulation applicable to Title IX and other civil rights legislation administered by the Department, the procedures applicable to enforcement of Title VI of the Civil Rights Act of 1964 will be used to implement the Regulation under Title IX. Under these existing procedures, complaints alleging violations of Title IX may be filed by letter to the Office for Civil Rights, Department of Health, Education, and Welfare, Washington, D.C. 20201 or to the appropriate Regional Office of the Department of HEW.

APPENDIX C--

TITLE IX QUESTIONS AND ANSWERS

TITLE IX QUESTIONS AND ANSWERS

General

1. How does Title IX apply to males?

Title IX prohibits sex discrimination against any student or employee of an education agency or institution, male or female. Discrimination against male students has typically taken such forms as denial of access to certain courses (e.g., clothing construction, modern dance) or differential disciplinary treatment; discrimination against male employees has often involved denial of leave for childrearing or sex-differentiated requirements for extra-duty assignments. All such forms of discrimination against males are prohibited under Title IX (§86.1; §86.51).

2. Will Title IX dilute efforts to fight racism in schools?

Efforts to ensure Title IX compliance and to eliminate sex discrimination need not and should not dilute efforts to fight racism in schools. Many Title IX compliance procedures--e.g., designation of a compliance coordinator, implementation of an internal grievance procedure, implementation of an institutional self-evaluation to identify and correct noncompliance, etc.--can be usefully extended to incorporate race discrimination and Title VI concerns. Awareness of one type of discrimination and tools for its elimination may often assist persons in understanding and combating other forms of discrimination. It is important that where efforts to eliminate racism and sexism can be implemented simultaneously (e.g., the development of an affirmative action program), both issues are kept in mind, while those efforts in which separate treatment of these issues is necessary (e.g., desegregation) are continued.

3. Does the Title IX regulation have anything to do with sexuality?

The Title IX regulation does not require that schools offer courses or instruction in human sexuality. It does require that any such courses offered be made available to both females and males, but they may be provided on a sex separated basis. The Title IX regulation also provides that students may be separated by sex during those portions of health classes which deal exclusively with human sexuality (§86.34(e)).

4. Does Title IX cover textbooks and instructional materials?

Section 86.42 of the Title IX regulation specifically exempts texts and instructional materials from coverage. This was done in order to avoid possible conflict with First Amendment guarantees of freedom of expression. The preamble to the regulation does, however, acknowledge the significance of the problem of sex bias in textbooks, particularly at the elementary and secondary levels. It encourages agencies and institutions to take action to combat the problem, and many have incorporated efforts to secure nonbiased supplementary materials and to develop nonsexist instructional activities within a general Title IX compliance program.

5. What Federal agencies have responsibility for Title IX activities?

Title IX was passed by Congress in 1972; its implementing regulation was issued by the Department of Health, Education, and Welfare in 1975, after it had been reviewed by Congress. The U. S. Office of Education, HEW, has supported the development and support of technical assistance programs to facilitate Title IX compliance. The Office for Civil Rights, HEW, is responsible for the actual enforcement of Title IX in education agencies and institutions. The Office for Civil Rights investigates complaints of Title IX violations which are filed with it; it may also undertake a general compliance review of an education agency or institution with or without the filing of a specific complaint. If the Office for Civil Rights finds noncompliance, it first attempts to achieve voluntary compliance through negotiations. If this is not successful, OCR may terminate eligibility for Federal financial assistance until compliance is attained.

6. Won't Title IX lead to a confusion of students' natural biological roles?

Title IX does not require any activities that would suggest changes in those roles which are determined by the physical gender of the individual. Title IX is directed toward providing students with opportunities to learn work and survival roles traditionally assigned on the basis of sex. Males should be provided opportunities to learn how to take care of their own personal maintenance and the maintenance of a home. Females need opportunities to be adequately prepared for participation in the paid work force and to learn home, appliance, and auto maintenance. All students need to be encouraged to explore personal, academic, and career options which are nontraditional for their sex, and to select from a full range of both traditional and nontraditional options on the basis of their individual interests, abilities, goals, and resources. Title IX is a step in this direction.

7. What if Title IX conflicts with the values of our community?

Schools have a responsibility to prepare young people to function both within and outside their own community. With the high mobility rate in this country, boys and girls need to function as effective adults regardless of where they are living. Furthermore, the purpose and intent of Title IX is to ensure equal educational opportunities for both sexes. If that does indeed exist, young people may make educational choices on the bases of their needs, interests, abilities, and values.

Admissions

8. Are elementary and secondary schools covered by the admissions requirements of Title IX?

The only elementary and secondary schools which are subject to the admissions provisions of Title IX are schools of vocational education (§86.21(a)). Vocational schools may not treat females and males differently for purposes of school admission.

Course Access

9. Does opening all courses to both females and males ensure compliance with Title IX?

The opening of programs, courses, or classes to students without regard to sex is the first step in complying with Title IX requirements for nondiscrimination in access to courses. Other necessary steps include:

- revising all course descriptions, course catalogs, or student handbooks to reflect this policy (§86.9(b))
- ensuring that counselors and counseling tests and materials used in the course selection or placement process do not differentiate on the basis of sex (§86.36)
- taking action to ensure that any sexually disproportionate course enrollments (enrollments which are 80% female or 80% male) are not the result of sex discrimination in counseling (§86.36(c))

10. Is there an obligation to encourage enrollment of students in courses which are nontraditional for their sex?

Title IX requires that when education agencies and institutions have, in the past, discriminated against persons on the basis of sex, they take remedial action to eliminate the effects of past discrimination (§86.3(c)). Agencies and institutions must design and undertake remedial actions which are appropriate to their own unique situations. If an agency or institution has, in the past, restricted course enrollment on the basis of sex, a variety of remedial actions might be appropriate to encourage students to explore previously closed options:

- special recruitment efforts
- provision of "mini courses" or course "open house" days in which all students attend introductory presentations on a variety of courses
- revision of course curricula to meet the interests and needs of students of both sexes
- compensatory activities or programs in areas where one sex has been traditionally excluded
- provision of special support for students first entering classes or programs nontraditional for their sex

These remedial actions can encourage students to consider the range of options which is consistent with their changing options in work and life roles.

11. Must students be allowed to enter advanced courses (e.g., Clothing Construction II, Advanced Auto Body) if they do not have the prerequisites?

Title IX requires that courses be open equally to qualified males and females (§86.34). If students do not have the prerequisites for advanced courses because introductory or intermediate courses were previously closed to students of one sex, equal opportunity could be assured by permitting students to take a proficiency test in order to demonstrate their qualifications for course entry. Course prerequisites may be imposed, but any which function to "screen out" students of one sex must be demonstrated to be related to student safety or performance in the course involved.

12. May health courses or classes be sex-segregated?

Portions of health courses or classes which deal exclusively with human sexuality may be conducted separately for male and female students (§86.34(e)). Students should be separated only during those sessions or parts of sessions which deal with human sexuality; they may not be separated for an entire health course because several days are devoted to human sexuality.

13. Does Title IX make any requirements for course content? For example, does it mean that history courses must devote "equal time" to women and men?

No, Title IX makes no requirements for particular course or instructional content. Schools committed to providing equal educational opportunities for females and males will, however, probably want to review curriculum content to provide equitable representation of the roles and contributions of women and men in history and other courses.

14. May programs such as vocational education programs be maintained separately for males and females (e.g., may a school provide boys' auto mechanics and girls' auto mechanics)?

No, sex separation in vocational education courses is expressly prohibited by the Title IX regulation (§86.34). Many vocational education programs have traditionally justified sex separation by reference to a need for privacy in restroom or changing facilities. Sex separation may not be justified in any program because of limited facilities; Title IX requires that provisions be made to ensure access by both males and females to whatever facilities exist.

Physical Education

15. What about sex segregation in physical education? When is it permitted and when is it mandatory?

Physical education courses must be conducted coeducationally for females and males. Students may be separated by sex under two conditions:

1) when they are participating in contact sports (§86.34(c))

2) when grouping students by ability results in groups which are composed predominantly of either females or males (§86.34(b))

Sex separation during contact sports is not mandatory; if it is used, it should be used only during participation in contact activities. If students are to be grouped by ability, ability must be assessed by objective standards for each major activity unit.

16. Where a school can provide only one instructor for a coed physical education class, who will be responsible for the locker room supervision of students of the opposite sex in case of an accident or a fight?

Locker room supervision need not be the responsibility of physical education teachers: paraprofessionals might be assigned, or locker room supervision duties might be rotated among all staff members, as is frequently the case with hall or cafeteria supervision duty.

17. May boys and girls be separated within physical education classes for special interest activities such as modern dance for girls and weight lifting for boys?

Schools may permit students to select physical education courses or activities on the basis of their interests; all options must, however, be open to boys and girls according to the same criteria (§86.34).

Counseling

18. How do you recognize illegal sex bias in counseling instruments or tests--career interest inventories, aptitude tests, etc.?

Sex bias can occur in many ways in counseling instruments or tests; some of the "warning signals" of bias include:

- sex-separated testing forms, response forms, or scoring forms, unless procedures for nondiscriminatory use are clearly specified
- sex-separated norms or scoring profiles, unless the rationale for such norms is clearly stated
- sex-separated interpretive information, unless procedures for its nondiscriminatory use are specified
- gender-labeled occupations (e.g., salesman rather than sales worker or person) in career interest inventories

The issue of bias in instruments is a fairly technical one; detailed information on this subject may be obtained from the National Institute of Education. (See the reference section in this publication.)

19. What are some indicators of discrimination in a counseling program?

Possible sex discrimination in counseling programs may be indicated by a variety of circumstances:

- sexually disproportionate course enrollments
- sex "tracking" within various programs--advanced placement programs, programs for learning disabilities, remedial reading programs, or programs for the educable mentally retarded
- provision of career counseling primarily to boys and provision of personal counseling primarily to girls

The presence of any of these circumstances does not necessarily indicate discrimination, but it would indicate that this possibility should be carefully examined.

Discrimination in counseling is, or course, prohibited in such forms as:

- assignment of students to counselors on the basis of sex
- the use of sex-differentiated counseling materials, unless they are used in a nondiscriminatory manner
- the use of sex-differentiated counseling procedures, unless they are used in a nondiscriminatory manner (§86.36)

Treatment of Students

20. Does Title IX abolish dress codes?

No. Title IX does require that if a dress code is maintained, its rules must be the same for females and males. For example, if there is a restriction upon hair length for males or the wearing of jeans by females, these requirements must be the same for students of the opposite sex (§86.31(b-5)).

21. May a school maintain policies regarding the treatment of students who are married or students who are parents?

Yes, a school may establish policies regarding student marriage or parenthood providing that these policies are applied without regard to sex. It would not be permissible, for example, to restrict the participation of married females in extracurricular activities unless the participation of married males is also restricted (§86.40).

22. Do schools have to do anything special for pregnant students?

Schools may provide separate programs for pregnant students if participation in these programs is at the option of the student. Agencies and institutions are not obligated to provide special programs; they are required only to provide pregnant students access to the ongoing education program (§86.40).

23. May schools restrict the curricular or extracurricular activities of pregnant students?

Yes, but only for medical reasons. Schools may require certification by a physician of a pregnant student's ability to participate in education programs or activities only if a certification is also required for students with other temporary physical or emotional disabilities. Schools may not implement general policies restricting the activities of pregnant students (§86.40(b-2)).

24. May standards of discipline or behavior be different for females and males?

Standards which differentiate between males and females (either in stated policy or in application) in discipline for the same offense are in violation of Title IX (§86.31(b-4)). For example, to detain girls for smoking while suspending boys for the same offense would not be permissible.

Athletics

25. If interscholastic athletics are provided intermediate school boys, must they be provided for girls also if the girls are offered intramural athletics?

Yes, if there are enough girls interested to make up a team. Athletic opportunities should be comparable for females and males, and level of competition is one factor which must be considered in assessing comparability. Other factors include:

- whether the interests and abilities of girls and boys are effectively provided for
- availability of facilities and equipment
- availability of coaching, tutoring, and medical services
- availability of necessary financial resources (§86.41(c))

26. If the state athletic association's policies or regulations conflict with Title IX, which has priority?

Title IX. According to §86.58, the Federal statute supersedes State or local law or other requirements.

27. If young women can participate on young men's teams, why can't young men play on young women's teams?

The Title IX regulation does not require that all males' teams be opened to females while all females' teams remain closed to males. What it does require is that where overall athletic opportunities for students of one sex (male or female) have been limited in the past, students of that sex must be permitted to try out for membership on teams provided for students of the other sex, unless the sport involved is a contact sport (§86.41(b)). In most education agencies and institutions, overall athletic opportunities have been greater for males than for females; thus females would now be entitled to try out for males' teams. In any case where females' overall opportunities have exceeded those of males, males would be permitted to try out for females' teams. This requirement is not intended to discriminate against males; rather it is intended to give those students who have previously suffered discrimination an opportunity to "catch up."

28. May a school district maintain separate letter clubs for male and female athletes?

No, offering separate letter clubs for males and females would be a violation of §86.3(a). That section prohibits excluding students on the basis of sex from participating in extracurricular activities operated by the institution.

29. Should girls'athletic awards be the same as those awarded to boys?

The automatic awarding of a letter to boys and a charm to girls would clearly be in violation of Title IX requirements (§86.41). Where schools or districts wish to accommodate possible differences in student preferences, all athletes, male and female, should be offered a choice of awards. For example, all qualifying athletes could be offered a choice of a letter jacket or a letter sweater, rather than routinely providing a jacket for males and a sweater for females.

30. What is required for the provision of equality in the scheduling of facilities for practice or for competitive events?

The scheduling of the use of athletic facilities for practice and for competitive athletic events must be done in a manner which does not discriminate on the basis of sex (86.41 (c-iii)). To consistently provide female athletes or teams the use of a gym or other practice facility before school, while consistently providing male athletes or teams access to the same facility after school would not be sufficient to constitute equality. To consistently schedule athletic competition by males on Friday or Saturday nights while consistently scheduling females' competition on Wednesday afternoons would also not constitute equality. Times for use of facilities for practice and for competition need to be scheduled so as to provide equal access, convenience, and visibility for female and male athletes. For example, girls' and boys' basketball teams might both play on Friday nights and alternate early and late time slots over successive events (e.g., week one: girls--6:30, boys--9:00; week two: boys--6:30, girls-- 9:00).

31. Suppose that equipment for boys' interscholastic teams is donated by individuals and community groups. Does the school district then have to purchase equipment for girls' teams?

Title IX requires that boys' and girls' teams must have equal access to comparable equipment. If a district accepts gifts of equipment for boys' teams, then the district must ensure that comparable equipment is provided for girls' teams. It may solicit donations of additional equipment but, if these are not available, the district must purchase or obtain comparable equipment for girls' teams.

32. Should the girls' basketball coach receive the same pay as the boys' basketball coach?

Payment for coaching services may not be differentiated based on the sex of the students coached or on the sex of the coach. Salary differentials for coaching services may be based on such objective factors as the number of games played, the number of coaching assistants, and the length of the season for a particular sport. They may not be based on subjective factors such as community pressure or technicality of the sport involved.

Employment

33. Must a school grant paternity leave to male employees?

If female employees are granted leave for childrearing purposes (leave without pay granted after the birth of a child when a woman is physically able to return to work), then the same benefit must be extended to male employees. A school or school district is not required to grant childrearing or parental leave to employees of either sex; but if it is granted to members of one sex, it must be granted to members of the other.

34. Does the employment section refer only to faculty members?

No, the employment sections 86.51 - 86.61 cover all employees of an educational institution, including student employees.

35. May a school hire a social studies teacher on the basis of a job discription which pairs the social studies teaching assignment with responsibility for coaching the football team?

Although the Title IX regulation does not specifically prohibit the pairing of such unrelated job assignments as social studies teacher and football coach, it does prohibit any hiring practice which results in a systematic denial of employment opportunities to members of one sex. Court action regarding this specific hiring situation has been brought under other Federal antidiscrimination laws, and the courts have held such paired job descriptions to be illegal because they have a discriminatory impact on the employment of females.

APPENDIX D--

FURTHER RESOURCES

FURTHER RESOURCES

The following lists of publications and audio-visual materials have been compiled to suggest resources which may be used by workshop leaders in workshop planning or implementation, by workshop participants in exploration or follow-up activities, or, in some cases, by teachers in the classroom. The resources include two major types: those which focus specifically on Title IX, and those which deal with more general issues of sex-role socialization or sex stereotyping in education or in the larger society. Each resource annotation should be examined carefully to determine which of these emphases is reflected in the particular material.

The publications list is organized within four categories:

- Workshop and Training Resources--this section identifies resources intended for use in the implementation of workshops or training programs for education personnel; some focus specifically on Title IX, others on general concerns related to sex-role stereotyping.

- Title IX Compliance--materials listed here are those which provide detailed information on a variety of Title IX compliance concerns; they may be used by workshop participants in workshop follow-up or by workshop leaders in designing in-depth or skills building activities for various groups of personnel.

- General Background--these materials provide information on the general issues of sex stereotyping and sex discrimination in education; they are useful to anyone wishing to explore the context of Title IX.

- Selected Subjects--the interests of workshop leaders or participants in various specific subject areas may vary; materials listed in this section provide resources in three major areas: counseling; vocational education; and curriculum.

The list of audio-visual resources is organized within three categories:

- Sex-Role Socialization of Girls and Women--In Education--films and filmstrips listed in this section focus on the examination of sex-role socialization and sex discrimination as they operate in schools. (Most do not, however, treat the Title IX compliance process or requirements in any detail.)

- Sex-Role Socialization of Girls and Women--General--resources identified in this area are those which provide a context for understanding the rationale and significance of Title IX and its relationship to larger issues related to the socialization of girls and women in our society.

- Positive Images of Women--many education personnel or students are often motivated by Title IX to search for alternatives to sex-role stereotypes and sex discrimination; these films and filmstrips are some of those which reflect positive images of females functioning in nontraditional roles.

Workshop and Training Resources

Campbell, Mary M. and Terry, Robert W. Handbook of Training Activities to Combat Sexism in Education. Ann Arbor, Mich.: Program for Educational Opportunity, University of Michigan School of Education, n.d.

This handbook contains a collection of structured exercises for use in training adults to combat sexism in education. The units of exercises are sequenced to provide progressive learning objectives. Each unit includes a statement of objectives, suggestions for group size, physical setting, time and materials required, an outline of the process, and possible variables. The units are: "Diagnosis of Trainee Group," "Contract Selling," "Warm-up Activity," "Understanding Institutional Sexism," "Statistics," "Herstory," "Issues," and "Closings."

Feminists Northwest. Project Awareness: A Training Program. Olympia, Wash.: Superintendent of Public Instruction, State of Washington, May 1976.

In its training program manual, Project Awareness outlines detailed procedures and provides participant and trainer materials for 18 hours of awareness training relating to sex bias in education. It is organized into seven workshop units: (1) "Awareness: Definitions of Sex Discrimination," (2) "Damaging Effects of Sex Discrimination", (3) "Laws and Assessment", (4) "Strategies for Ending Sex Discrimination in Schools", (5) "Resources for Developing Curriculum About Sex Role Awareness and Women Studies", (6) "Sexist Language", and (7) "Non-Defensive Communication."

Leib, Prudence. Sex Roles: Past, Present and Future. A Guide to Simulations, Games and Activities. Washington, D. C.: The Population Institute (Organization Liason Division, 110 Maryland Avenue, N. E., Washington, D. C. 20002), 1975.

The guide is a compilation of over 15 games, awareness exercises, training activities and projects which may be used in workshop situations to explore a variety of issues surrounding the varied roles of men and women in society. It is not targeted to unique issues in education but it may be used as a source of general awareness activities for education personnel.

Newell, Susan. A Workshop Model for Title IX and Related Presentations. Billings, Mont.: SEE Institute, Rocky Mountain College, June 1976.

The workshop model presented here has 3 workshops of about 6 hours each which deal with various aspects and implications of Title IX. The first presents Title IX information, points of law, what constitutes compliance, etc. The second deals with the affective realm of sexism and discrimination. The third, conflict management, focuses on working constructively with conflicts generated by Title IX.

Nickerson, Eileen T.; Dora, Randi; Gun, Binnie; Nash, Ann S.; Speizer, Jeanne; and Wasserman, Mardy K. Intervention Strategies for Changing Stereotypes. A Procedural Guide. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1975.

The strategies outlined in this guide are intended for use with teachers, counselors, students, education administrators, and "human service professionals" to help them examine sex-role stereotypes. The guide is organized around procedures for setting up a workshop; consciousness raising and counseling materials, programs, and techniques; units on career awareness and life planning; and resources for further information.

Sargent, Alice G. Beyond Sex Roles. St. Paul, Minn.: West Publishing Company, 1976.

This volume combines information on sex-role research with a variety of experiential exercises for use in training programs related to sex roles. It is not designed specifically for use by educators; rather it is intended to assist individuals in self-exploration and personal value inquiries so that they may understand the implications of sex-role stereotyping for both personal and professional functioning.

Title IX Compliance

Boesdorfer, Kent; Hawthorne, Richard; Kaser, Joyce; and Patton, William. A Guide for Title IX Self-Study. Kent, Ohio: Kent State University, College of Education, KEDS General Assistance Center, December 1975.

This document presents a comprehensive series of steps and instruments which can be used by school districts to develop a data base regarding Title IX compliance and to design action programs for eliminating sex discrimination. It may be used during workshop activities as a tool for the diagnosis of Title IX violations and after workshops as a guide for continuing compliance assessment.

Dunkle, Margaret C. Competitive Athletics: In Search of Equal Opportunity. Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education, 1976.

This manual was prepared primarily for athletic directors, administrators, coaches, and others concerned with providing equal athletic opportunity in colleges and universities; persons working at the secondary level, however, should also find it useful. It provides institutions with a guide for gathering and evaluating information to assess equal opportunity in their athletic programs and for developing strategies to attain equal opportunity.

Dunkle, Margaret C. and Sandler, Bernice. "Sex Discrimination Against Students: Implications of Title IX of the Education Amendments of 1972," Irequality in Education, October 1974. Reprints available from the Project on the Status and Education of Women, 1818 R Street, N. W., Washington, D. C. 20009.

The authors examine a number of areas in schools and colleges for which Title IX will have significant implications (in addition to the more widely discussed area of competitive athletics): recruiting, admissions, financial aid, student rules and regulations, housing rules, health care and insurance benefits, student employment, textbooks and curriculum, single-sex courses, and women's studies programs. Specific examples of common practices and policies which are likely to be found to be out of compliance with the law are cited, and extensive footnotes offering legal precedents for possible future decisions on Title IX complaints are provided.

Matthews, Martha and McCune, Shirley. Title IX Grievance Procedures: An Introductory Manual. Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education, 1976.

This manual is designed to assist education instructors and agencies in developing, evaluating, and implementing Title IX grievance procedures. It contains a review of general issues and specific considerations related to Title IX grievance procedures, a sample procedure and a number of tools for implementing or evaluating grievance procedures.

Resource Center on Sex Roles in Education. Complying with Title IX: A Resource kit. Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education, 1976.

This resource kit is designed to provide information and materials which can assist education agencies and institutions in determining and ensuring their compliance with Title IX of the Education Amendments. It consists of the following nine components:

- Equal Opportunity--A Fundamental American Rights. This small pamphlet provides a general thematic and photographic introduction to the issues of equal educational opportunity. It establishes a context for understanding Title IX.

- Why Title IX? This short booklet reviews data which document the existence of sex discrimination in education in those areas covered under Title IX, and data which suggest its possible effects.

- Title IX of the Education Amendments of 1972: A Summary of the Implementing Regulation. A detailed summary of the Title IX regulation is provided in concise form.

- Identifying Discrimination: A Review of Federal Antidiscrimination Laws and Selected Case Examples. Laws prohibiting race and sex discrimination against students and employees of educational institutions are reviewed. Examples of discriminatory situations drawn from actual school districts and postsecondary institutions are described and analyzed.

- Complying with Title IX: The First Twelve Months. This booklet outlines the five procedural tasks that must be completed by July 21, 1976 in order to ensure Title IX compliance, and gives implementation aid for each task.

- Complying with Title IX: Implementing Institutional Self-Evaluation. This 142-page manual is directed toward local education agencies; it provides materials to assist in the implementation of an institutional self-evaluation. It is organized into sections which follow the substantive areas of the Title IX regulation. Each section contains a citation of the regulation, a discussion of issues relating to compliance, and procedural checklists to assist in designing and monitoring the evaluation process.

- Title IX: Selected Resources. This listing identifies available materials relating to Title IX compliance. It contains an appendix listing guidelines and materials developed by various state education agencies and general assistance centers.

- Equal Educational Opportunity and Equal Employment Opportunity. These two posters outline the rights of students and employees to equal opportunity without regard to race or sex. They may be displayed in institutions as one means of policy notification.

Resource Center on Sex Roles in Education. Title IX and Physical Education: A Compliance Overview. Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education, 1976. Adapted from: Marjorie Blaufarb and Consultants and Staff of the American Alliance for Health, Physical Education, and Recreation. Title IX of the Education Amendments of 1972: A Manual on Physical Education and Sports Programs. Washington, D. C.: American Alliance for Health, Physical Education, and Recreation, 1976.

Aimed at physical education teachers and school administrators, this booklet attempts to provide a basic understanding of Title IX compliance requirements and possibilities for departments of physical education. One section focuses on reviewing the Title IX requirements; the second upon issues and activities related to the achievement of compliance.

Sadker, Myra. A Student Guide to Title IX. Washington, D. C.: U. S. Department of Health, Education, and Welfare Office of Education, 1976.

This booklet is designed to provide junior and senior high school students with information in the following areas: their legal rights and responsibilities as students, how to identify sex discrimination in schools, Title IX requirements for nondiscrimination which pertain to students, and steps which students can take if they believe that discrimination exists in their schools.

General Background Information

Alfrey, Jean. Equal Rights for Women in Education: A Resource Handbook for Policy Makers. Denver, Col.: Equal Rights for Women in Education Project, Education Commission of the States, 1976.

This handbook is divided into 9 selected areas of education: adult and continuing education, athletics, employment in elementary/secondary education, guidance and counseling, higher education, sex-role stereotyping in curricular materials, teacher training and certification, treatment of students, and vocational education. Each section includes a discussion of the issues in that area and a list of selected resources.

American Personnel and Guidance Association. Sex Equality in Guidance Opportunities Project. Washington, D. C.: APGA (1607 New Hampshire Avenue, Washington, D. C. 20009).

The SEGO project has compiled a listing of over 100 printed and multimedia materials and bibliographic sources which were used in its training programs on sex equality in guidance. Many of the materials identified in this list provide background information or actual training resources relevant to general issues of sexism in education.

Bereaud, Susan; Stacy, Judith; and Daniels, Joan, eds. And Jill Came Tumbling After: Sexism in American Education. New York: Dell Publishing Company, 1974.

This general anthology of contemporary essays on sexism in American education covers sex-role socialization and sex-role stereotyping in preschools, elementary schools, high schools, and universities. It contains an annotated bibliography of further readings and a resource list for action and information. The volume provides extensive background information useful to both workshop leaders and workshop participants.

Emma Willard Task Force on Education. Sexism in Education. Minneapolis, Minn.: Emma Willard Task Force on Education (Box 14229, University Station, Minneapolis, Minn. 55408), 1971.

This collection contains a variety of materials and suggested activities suitable for use both by teachers in elementary and secondary classrooms and by education personnel in awareness workshops or training. It includes consciousness raising techniques, attitude surveys, and suggestions for the evaluation of sexism in instructional materials. It contains resource listings on a range of topics, including counseling, family life, male sex-role stereotyping, and women in various racial-ethnic groups, as well as lists of relevant fiction and audiovisual materials.

Frazier, Nancy and Sadker, Myra. Sexism in School and Society. New York: Harper and Row, 1973.

Addressed specifically to teachers, this volume provides an overview and synthesis of basic issues related to sexism in education. It contains data and interpretive information on sex-role socialization and its outcomes for females and males, on the "hidden curriculum" in elementary and secondary schools, on the "male university," and on approaches to change in sexist educational practices. A selected annotated bibliography on sexism in education is included, as is a questionnaire on sex bias in education.

McCune, Shirley and Matthews, Martha. Programs for Equity: Schools and Affirmative Action. Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education, 1975.

This manual outlines the technology of affirmative action as applied in local education agencies. It provides a background section delineating the evolution of affirmative action plans and gives a step-by-step guide for the preparation of an affirmative action plan. A unique feature of the document is the dual emphasis on employment affirmative action or the elimination of race and sex discrimination in the programs, policies, and practices relating to students.

Pennsylvania Department of Education. Self-Study Guide to Sexism in Schools. Harrisburg, Pa.: Department of Education, 1974.

Suggestions are given in this guide for evaluating curriculum, instructional materials, libraries, staffing patterns, guidance and counseling, admissions, extracurricular activities and the general school environment, to ensure that they are free of sex bias. Exhibits are included which document Pennsylvania laws, executive orders and administrative memoranda concerning the elimination of sexism in Pennsylvania schools.

North Carolina Department of Public Instruction. Eliminating Sex Discrimination in Schools. A Sourcebook. Raleigh, N. C.: Research and Information Center, Department of Public Instruction, May 1975.

The sourcebook is designed to provide specific, practical suggestions which teachers, counselors, coaches, administrators, school board members, teacher educators, parents, and students can use in correcting sex bias in schools. Topics include bias in instructional materials, the position of women in education, and resources for eliminating sex discrimination.

Counseling

Farmer, Helen and Backer, Thomas E. Counselor's Sourcebook: Career Guidance and Vocational Counseling for Women Sourcebook. New York: Human Sciences Press, forthcoming.

This sourcebook is intended as a companion to currently available texts in the career guidance/counseling field. It emphasizes the most recent statistical information on women and the work force. Aimed at counselors, counselor trainers and researchers, it supplies information on career opportunities for women, sex-free counseling procedures, and current social science research on women and the work force.

Stebbins, Linda B.; Ames, Nancy L.; and Rhodes, Ilana. Sex Fairness in Career Guidance. A Learning Kit. Cambridge, Massachusetts: ABT Publications, 1975.

The kit is composed of a 265-page manual (which includes chapters on orientation to sex-fairness; recommendations for a comprehensive sex-fairness guidance program and guidelines for sex-fair use of career interest inventories; a resource guide; and numerous training exercises), ditto masters, scenario cards for role play, counselor-client interaction transcripts, and a cassette of simulated counseling exercises. Some parts of the kit are intended to be used by the counselor with her/his client; others are designed for use in pre- or inservice counselor education programs.

Diamond, Esther E. Issues of Sex Bias and Sex Fairness in Career Interest Measurement. U. S. Department of Health, Education, and Welfare, National Institute of Education, Career Education Program, 1975.

This is a book of eleven readings prepared for a 1974 NIE-sponsored workshop on sex fairness in career interest inventories. The essays focus on such subjects as "Reducing Sex Bias: Factors Affecting the Client's View of the Use of Career Inventories," "Expanding Opportunities for the Reentry Woman," and "The Legal Implications of Sex Bias in Interest Inventories." Also included are "Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories," developed by the National Institute of Education.

Vocational Education

Maher, Sheila M. Exemplary Strategies for Elimination of Sex Bias in Vocational Programs. Washington D.C.: Human Resources Management, 1976.

Prepared for the National Advisory Council on Vocational Education, this report identifies and reviews projects, conferences, and materials which are (or, in the case of conferences, have been) designed to break down sex-role stereotypes in career choices.

Steiger, Jo Ann. The Vocational Preparation of Women. Washington, D.C.: U. S. Department of Health, Education, and Welfare, Secretary's Committee on the Rights and Responsibilities of Women, 1975.

This pamphlet provides a comprehensive overview of issues relating to sex stereotyping and sex discrimination in vocational education programs. It includes documentation regarding the participation of women in the paid workforce and in vocational education, and delineates specific problems in the vocational education of women. Recommendations for change in Federal policies and programs are made, and a listing of Federally funded projects relating to vocational education for women are also included.

U. S. Congress. House. Committee on Education and Labor. Sex Discrimination and Sex Stereotyping in Vocational Education. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education. 94th Cong., 1st sess., 1975.

The Congressional hearings regarding possible inclusion of prohibitions of sex discrimination within the Vocational Education Act are collected in this document. In addition to transcripts of statements by various federal officials and women's projects and other organizational representatives, the publication includes a reprint of Women in Vocational Education, a 1974 report prepared for the National Advisory Council on Vocational Education. The report provides data on the current status of women in the world of work, the current status of vocational-technical education for females, sexism in society and education, staff-related problems for women in education, affirmative action for women in education and employment, and implications for change in vocational-technical education.

Curriculum

Ahlum, Carol and Fralley, Jacqueline. High School Feminist Studies. Old Westbury, N. Y.: The Feminist Press, 1976.

This volume contains 23 syllabi or descriptions of courses developed by high school teachers in the area of feminist, or women's, studies. The selections are divided into 3 categories--history, literature, and interdisciplinary (those courses on the lives of contemporary women, and on sex-role stereotyping in such aspects of society as the media, education and work).

Educational Challenges, Inc. Today's Changing Roles: An Approach to Nonsexist Teaching. Washington, D.C.: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1974.

This publication provides a model for dealing with sex-role stereotypes in the elementary, intermediate and secondary classroom. Student activities are grouped into interdisciplinary units which contain elements of language arts, social studies, and history. Teachers are provided with lesson plans which include behavioral objectives, learning concepts, and materials for use in the classroom. Most of the materials could be adapted for use in adult workshops on sex-role stereotyping.

Henslee, Tish and Jones, Peg. Freedom of Reach for Young Children: Nonsexist Early Childhood Education. Washington, D.C.: U. S. Department of Health, Education, and Welfare, Office of Education, 1976.

Designed primarily for teachers of children in preschool and primary grades, this booklet includes background information on sex-role development in young children, discusses planning for change, and provides nonsexist teaching and learning activities.

Sadker, David. Being a Man--A Unit of Instructional Activities on Male Role Stereotyping. Washington, D.C.: U. S. Department of Health, Education, and Welfare, Office of Education, 1976.

Developed for use by educators in junior and senior high schools, this publication is divided into two sections: the first, intended for teachers, provides background information on issues of sex-role stereotyping; the second contains classroom strategies and lesson plans intended to help students clarify, analyze and evaluate the male role stereotype and sex-role stereotyping in general.

Shargel, Susan and Kane, Irene. We Can Change It! San Francisco, Cal.: Change for Children (2588 Mission St., No. 226, San Francisco, Cal. 94110), 1974.

This packet was prepared for parents and teachers of preschool and primary school-age children to help them overcome sex-role stereotyping in curriculum and play. Common problem situations and solutions are suggested. The packet includes bibliographic resources and a collection of 15 photographs showing women in nontraditional jobs.

Sprung, Barbara. Non-Sexist Education for Young Children--A Practical Guide. New York: Citation Press, 1975.

This guide for teachers and parents on how to overcome sex-role stereotyping in early childhood education programs includes 5 units of study, all of which were field tested in preschools centers: "Families," "Jobs People Do," "The Human Body," "Homemaking," and "Sports." In addition, the guide offers suggestions for eliminating sexism in such traditional preschool settings as the housekeeping, workbench, and arts and crafts areas. An annotated list of nonsexist children's books, toys, and other resources is included.

Audio-Visual Resources

Sex-Role Socialization of Girls and Women -- In Education

"Anything They Want To Be"

Available from:
University of California at Berkeley
Extension Media Center
Berkeley, California 94720
(415) 642-0462
Rental: $12 Purchase: $95

Color
7 min.

This film explores sex-role stereotypes in intellectual and career-oriented activities. Covering events in multi-racial settings on the elementary and high school level, the film illustrates two themes: the low level of competence expected of girls in both academic and vocational problem-solving tasks, and the subtle manner in which girls' aspirations are channeled. The films shows how sex bias manifests itself in a crafts class, how one girl's attempt to solve a mechanical problem is thwarted, how the assumption that girls are not competent in science can reveal itself, and how career expections are already sex-biased in kindergarten pupils. A handbook on sex bias in schools, In All Fairness, accompanies the film.

For use with: students, grade 4 and up; teachers; counselors; school administrators; parents.

"Changing Images"

Available from:
University of California at Berkeley
Extension Media Center
Berkeley, California 94720
(415) 642-0462
Rental: $14 Purchase: $130

B&W
15 min.

A culturally-diverse class of second and third grade children is led by the teacher through a five-week project designed to explore sex-role stereotypes, especially in regard to careers. The children begin the project uniformly in favor of traditional roles. Midway through the course they begin to show an understanding of the concept of stereotyping and they begin to question their former assumptions. By the end of the project, most of the children demonstrate a clear grasp of the meaning of stereotyping and a new-found belief that boys and girls can do and be anything they want to. Teachers, in particular, who wanted to try a similar awareness-raising program probably would be inspired to begin as a result of watching the film. A handbook on sex bias in schools, In All Fairness, accompanies the film.

For use with: students, grade 4 and up; teachers; counselors; school administrators; parents.

"Hey! What About Us?"

Available from:
University of California at Berkeley
Extension Media Center
Berkeley, California 94720
(415) 642-0462
Rental: $14 Purchase: $200

Color
15 min.

This film depicts sex-role stereotyping in physical education classes, playground games, and classroom behavior, and contrasts these examples with non-stereotyped sequences. The film considers the exclusion of girls from sports, the reinforcement of the hero ethic in boys, differential teacher treatment of girls and boys on the playground, exclusion of boys from dance, and differential physical interaction of teachers with girls and boys. In contrast, children are shown engaged in activities typical of the opposite sex: a girl displays competence in football; a boy excells in dance. Most events occur in multi-racial elementary school settings. A handbook on sex bias in schools, In All Fairness, accompanies the film.

For use with: students, grade 4 and up; teachers; counselors; school administrators; parents.

"I is for Important"

Available from:
University of California at Berkeley
Extension Media Center
Berkeley, California 94720
(415) 642-0462
Rental: $15 Purchase: $160

Color
32 min.

This film focuses on sex-role stereotyping in social interactions and emotional expression in a nursery school, elementary school, and high school. We view the resistence of preschool children to role reversal in play, the anxiety felt by boys over appearing to be a "sissy" before their peers, and the indoctrination of girls with commercial definitions of beauty. The children shown are from various ethnic groups. In All Fairness, a handbook on sex bias in education, accompanies the film.

For use with: students, grade 4 and up; teachers; counselors; school administrators; parents.

"Images of Males and Females in Elementary School Textbooks"

Available from:
Resource Center on Sex Roles in Education
1201 16th Steeet, N.W.
Room 701
Washington, D.C. 20036
(202) 833-5426
Rental: $50 deposit
Purchase: $200 individual
$250 institution
(Postage additional)

3 slide carousels
1 tape
48 min.

The portrayal of males and females in elementary school textbooks is the subject of this slideshow developed by Lenore Weitzman and Diane Rizzo. The study documents the relative omission of females and the stereotyped roles of both sexes found in the illustrations of textbooks most frequently used in classrooms throughout the country. Pictures in mathematics, science, spelling, reading and social studies texts are analyzed not only by sex, but by race and age level as well.

For use with: junior and senior high school students, teachers, counselors, school administrators, parents.

"Sexism in Career Education Materials"	Available from: Women on Words and Images P.O. Box 2163 Princeton, New Jersey 08540 (609) 921-8653 Rental: $35 plus $5 Postage and handling Purchase: $300	1 filmstrip 1 cassette

This filmstrip, developed under the sponsorship of the National Institute of Education, examines career education materials earlier considered to be non-sexist.

For use with: junior and senior high school students, guidance counselors, teachers, school administrators.

"Sexism in Foreign Language Textbooks"	Available from: Women on Words and Images Dept. N, P.O. Box 2163 Princeton, New Jersey 08540 (609) 921-8653 Rental: $35 Purchase: $300	Color 25 min.

This slide show explores the sexist content of 25 foreign language textbooks by 16 publishers. Females are shown to be underrepresented in the dialogues, photographs, and stories of French, Spanish, and German language textbooks.

"Sugar and Spice"	Available from: Odeon Films 1619 Broadway New York, New York 10019 Rental: $20 Purchase $275	Color 32 min.

This film documents efforts by teachers and parents in three different schools to offer nontraditional opportunities to boys and girls on the preschool and elementary school levels. The parents and teachers discuss their own growing awareness about sex-role stereotyping and its effects on them and their children and students. Children who are at different levels of awareness concerning expanding male and female roles are shown in class discussions and at play.

For use with: teachers, counselors, school administrators, parents.

"Title IX"

Available from:
Margaret McCormick
Human Relations Program
St. Cloud State University
St. Cloud, Minnesota 56301
(612) 255-3023
Rental: $35 Purchase: $150

1 slide carousel
cassette tape
15 min.

This slide/tape presentation provides basic information on the requirements of Title IX and explores the spirit behind the law.

For use with: school administrators, faculty, parents.

"Women Emerging"

Available from:
University of California at Berkeley
Extension Media Center
Berkeley, California 94720
(415) 642-0462
Rental: $18 Purchase: $215

B&W
30 min.

The meaning of being a woman in a time of changing roles and opportunities is explored in this film which documents the experiences of a multicultural women's class in an experimental school within Berkeley (California) High School. The young women draw on their own experience to discuss the different options open to women from various ethnic and class backgrounds. The film would be expecially useful where the specific purpose of a class or workshop was to explore the relationship between racism and sexism. A handbook on sex bias in education, In All Fairness, accompanies the film.

For use with: junior and senior high school students, teachers, counselors, school administrators, parents.

Sex Role Socialization of Girls and Women -- General

"A Chance to Choose"

Available from:
American Personnel and Guidance Association
c/o The National Career Information Center
1607 New Hampshire Ave., N.W.
Washington, D.C. 20009
(202) 483-4633 Ex. 35
Purchase: call for information

1 filmstrip
1 cassette

This filmstrip presents the factors which contribute to the preparation of stereotypical trade and career patterns, and offers strategies for reversing those trends.

For use with: junior and senior high school students, teachers, guidance counselors, school administrators

"Girls at 12"

Available from:
Education Development Center
39 Chapel Street
Newton, Massachusetts 02160
(617) 969-7100
Rental: $25 Purchase: $330

Color
30 min.

This documentary follows three young girls in their daily lives in a white, middle-class community outside Boston. The film reveals how teachers, parents, and other family members, however well-intentioned, transmit stereotyped messages about "proper" aspirations and behavior for girls. The student resource book and teacher guide, which accompany the film, make it a particularly useful classroom resource.

For use with: high school students, teachers, counselors, school administrators, parents.

"Vignettes to Accompany 'Girls at 12'"

Available from:
Education Development Center
39 Chapel Street
Newton, Massachusetts
(617) 969-7100
Rental: $15 Purchase: $165

Color
15 min.

Five of the adults who appeared briefly in "Girls at 12" are interviewed concerning their perceptions of their own lives and their views on the changing role of women.

For use with: high school students, teachers, counselors, school administrators, parents.

"Growing up Female: As Six Become One"	Available from: New Day Films P.O. Box 315 Franklin Lakes, New Jersey 07417 (201) 891-840 Rental: $15 Purchase: $ 75	B&W 60 min.

This documentary of the lives of six girls and women, ranging from age 4 to 35, depicts the ways that society is conditioning them into constricting roles. A 4-year-old girl is unfavorably differentiated from the boys by her nursery school teacher; an 11-year-old sacrifices her competitive skills in order to conform a sex stereotype; a black high school student is taught to be submissive to men; a 21-year-old secretary is shown to be the victim of manipulative sexist advertising; a black mother reveals a subtle understanding of the unique bind of her dual minority role; and a housewife and mother expresses frustration with some aspects of her life.

For use with: high school students, teachers, counselors, school administrators, parents.

"The Labels and Reinforcements of Sex-Role Stereotyping"	Available from: National Education Association NEA Order Department The Academic Building Saw Mill Road West Haven, Connecticut (203) 934-2669 Purchase: $24.50	2 filmstrips 1 record

A leader's manual is included with this filmstrip which is divided into two sections: "Femininity and Masculinity" and "The Reinforcement--Home, School, Community." Part I is concerned with the practices and traditions which have contributed to sex-stereotyped activities in educational settings, and suggests strategies for change. Part II traces the full cycle of the sex-role stereotyping process from infancy through adulthood.

For use with: junior and senior high school students, teachers, counselors.

"Black Woman"

Available from:
Audio-Visual Center
Indiana University
Bloomington, Indiana 47401
(812) 337-8087
Rental: $14 Purchase: $265

B&W
52 min.

Originally seen on the television series Black Journal, this film features performances by black female artists and discussions by black feminists on the role and problems of black women in U.S. society. The questions discussed include: Is there a black matriarchy? Should black women remain subservient to bolster the egos of black men? Those appearing in the film include singers and songwriters Novella Nelson, Lena Horne and Roberta Flack; dancer Loretta Abbott; and poet Nikki Giovanni.

For use with: high school juniors and seniors, teachers, counselors, school administrators, parents.

"Choosing Changes"

Available from:
Agency for Instructional Television
Box A
Bloomington, Indiana 47401
(812) 339-2203
Rental: Apply
Purchase: $180 - 16 mm
$110 - video cassette

Color
15 Min.

The film portrays a young woman who, already a success in her role as a chemical engineer, decides to undertake an ambitious underwater project which tests her faith in herself. The success of the project marks a new stage in her growth. The film could be used as a career awareness vehicle for girls or, more broadly, as a vehicle for discussion about risk-taking and growth for boys and girls.

For use with: students, grade 4 and up; counselors.

"Clorae and Albie"

Available from:
Education Development Center
39 Chapel Street
Newton, Massachusetts 02160
(617) 969-7100
Rental: $30 Purchase: $425

Color
32 min.

This film is the story of two black women in their early 20's who followed different paths upon leaving high school. Clorae dropped out of high school, married, and had children. Now divorced, she is earning her

high school diploma while taking care of her family. Albie, having spent a brief period at a small, predominantly white college and having worked at a variety of unrewarding jobs, has found challenging work and is continuing her schooling at a large university. Despite the difficulties of their past, the two friends are buoyant and optimistic about their futures. The resource book which accompanies the film provides numerous suggestions for incorporating the film into a school curriculum.

For use with: high school juniors and seniors, teachers, counselors, school administrators, parents.

"The Emerging Woman"

Available from:
Film Images
17 West 60th Street
New York, New York 10023
(212) 279-6653
Rental: $45 for use in classrooms
$60 for organizations
$75 for others
Purchase: $350

B&W
40 min.

A documentary about the history of women in the United States, the film makes use of old engravings, photographs, newsreels and other film clips to show the varied economic, social, and cultural experiences of women and how a woman's sex, race, and class often determined her priorities.

For use with: junior and senior high school students, teachers, counselors, school administrators, parents.

"Other Women, Other Work"

Available from:
Churchill Films
662 North Tovertson Blvd
Los Angeles, California
(213) 657-5110
Rental: $21 Purchase: $250

Color
20 min.

This film presents some unorthodox job alternatives for women. Seven women are shown at their jobs, and are heard discussing their attitudes toward their work. We see a pilot, carpenter, truck driver, roofer, oceanographer, veterinarian, and broadcast journalist.

For use with: junior and senior high school students, teachers, counselors, school administrators, parents.

"Sex Role Development"

Available from:
CRM Educational Films
Del Mar, California 92014
(714) 481-8184
Rental: $35 Purchase: $295

Color
23 min.

Produced by Psychology Today, this film includes an animated sequence showing how differently boys and girls are socialized in our culture, scenes of a young couple trying to raise their son in a nonstereotyped way, and scenes of a preschool where women teach carpentry and men teach sewing and cooking to mixed classes.

"Young Women Sports"

Available from:
BEA Educational Media
2211 Michigan Ave
Santa Monica, California
(213) 8292901
Rental: $17 Purchase: $215

Color
15 min

Four young female athletes--a discus thrower, gymnast, runner, and swimmer--are shown training and competing. They explore their feeling about strength, competition, and themselves as women and as athletes.

For use with: junior and senior high school students, teachers counselors, school administrators, parents.

"The Woman's Game"

Available from:
Modern Talking Picture Service
2323 New Hyde Park Road
New Hyde Park, New York
(516) 437-6300
Rental: Free (Not available for purchase)

Color
28 min.

Six sequences depicting girls and women involved in nonstereotyped roles are presented in this film, developed for the U.S. Office of Education. The film shows a fourth grade class playing a nonsexist career education game, a former secretary in her new role as log truck driver, a post-graduate archeology student, a high school athlete, a director of a post-secondary aerospace education department, and an ocean engineer. A discussion guide accompanies the film.

For use with: students, grade 4 and up; counselors; parents.

"A World for Women in Engineering:

For information on lease/purchase:
American Telephone and Telegraph
Room 3355-C3
295 No. Maple Ave
Basking Ridge, New Jersey 07920
(201) 221-4906

Color
20 min.

Women engineers, married and single, with and without children, and employed in all aspects of the trade, are shown at home and at work, and are questioned about the careers they have pursued.

For use with: junior and senior high school students, teachers. counselors, parents.